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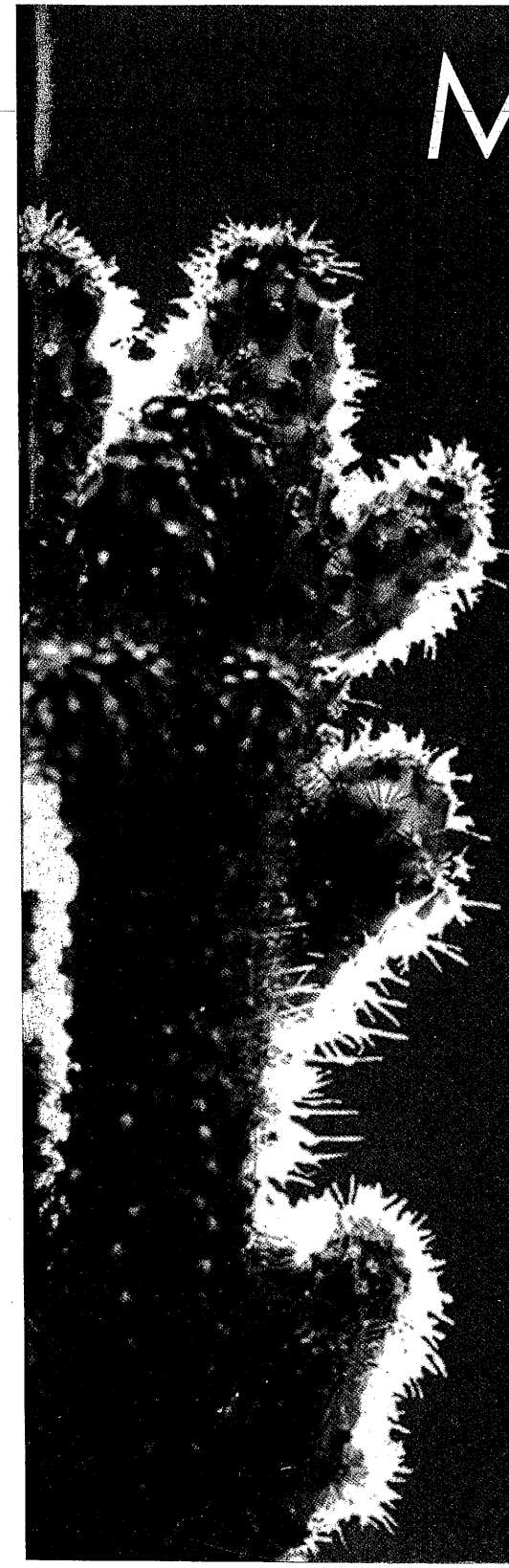

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Contents/Contenido

From the Editor

WELCOME BACK !!! We, the members of the MEXTESOL Journal staff and editorial board, would like to take this opportunity to welcome our readers back to a new academic year which we are sure will be full of gratifying teaching experiences. In this issue, you will see several new elements in the Journal. The first and probably most apparent is the new cover. After examining different TESOL related journal publications, we decided to try a new "look" for the Journal. So, during the Summer of 1999, students in graphic design courses at a local university were asked to participate in a contest and submit potential designs for the cover of the MEXTESOL Journal.

I met with the students, showed them examples of previous Journals as well as examples of other TESOL international journals. We discussed the objective of the Journal, its audience, the profile of the authors who submit and the types of articles published. My principle guidelines to follow were that the cover should be "serious, professional and represent an image that reflects Mexico". The reason for the latter is that we of the staff will soon initiate a project to contact different language departments and libraries in order to promote the Journal in national and international universities. In reviewing the covers of other international English teaching journals, we saw that they usually contained designs which would immediately link them to the country of origin.

Hopefully, none of our audience will be prickled that the design contains the silhouette of a cactus. When the different designs were voted on by the six members of the staff, a member of the editorial board and an official MEXTESOL Journal advisor, this design won by an outstanding majority. It was our feeling that a cactus is a resplendent member and a salient symbol of Mexico, its people and its culture. I would like to personally congratulate **Alma Trujillo Chairez**, the student who designed this cover and to thank the other participants in the contest. In the future, other contests may be held; meanwhile, we hope you will enjoy this one.

You will also notice changes in the headers of pages. The articles dealing with research will be identified on the left header as belonging to the portion of the Journal entitled *Research Issues*. Other articles which discuss classroom or teaching ideas will be identified in the *Professional Practice* section. Book reviews will naturally contain the header of *Book Reviews*, and any commentaries that our readers send in will be entitled *Commentaries*. The latter section is one that, until now, has not been very frequent in the MEXTESOL Journal but is highly encouraged. The right header on the article pages will contain the last name of the author(s) and a shortened version of the

title. This should enable the reader to locate a particular article more easily. Please send any comments that you may have concerning the Journal, its new cover or any of the changes you find to: Fax: (2) 229-3101 E-mail: cjohnson@mail.udlap.mx

Or, better yet, tell me personally at the National Convention in Mazatlán !!

This issue of the Journal offers its readers five articles and two book reviews. In the first section of the Journal entitled **"Research Issues"**, you will find three articles. "Think Aloud Protocols and Metacognitive Reading Strategies in English for Science and Technology/Foreign Language Class" is written by Dafne Gonzalez and Rubena St. Louis. Both professors are currently teaching at the Universidad Simón Bolívar in Caracas, Venezuela, and the article describes research they conducted using think aloud protocols to determine the reading strategies used in EST classes.

The second article in this section comes from Ana María Longhini in Argentina. "Language Teachers' Roles in the Constructivist Mode" is the published version of her paper presented at a colloquia, "Language Teachers' New Roles and Perspectives" during the TESOL '98 conference in Seattle, Washington.

The third is a co-authored article that presents the results of research in an important area to ESL/EFL teachers, "Teacher Motivation and Satisfaction in the United States and Korea". One author, Terry Doyle, is from the City College of San Francisco and the other, Young Mi Kim, is from Duksung Women's University in Seoul, Korea.

In the second section of the Journal entitled **"Professional Practice Issues"**, you will find another article submitted by an author at the Universidad Simón Bolívar. Carlos Torrealba's refereed article, "Oh Games!!! I Bet They Work in English Classes", presents a discussion of the function of games, the suitability of games for different ages and individual interests, guidelines and even checklists that teachers can follow when using games in the classroom. Especially interesting is the inclusion of many games that the author has found to result in EFL acquisition.

Another article in this section is one I wish I had read before my first experience at organizing a MEXTESOL Regional Conference. In it, Kristine Karlsteadt supplies us with what she calls a "step-by-step recipe" for holding a conference. Her article provides valuable tips for any MEXTESOL regional committee that is preparing for their local conference.

The Journal also presents in its new section **"Reviews"**, two book reviews. It is the hope of the staff that in the future each issue will contain one review of a textbook

and another of a book of professional interest. The textbook review written in Spanish by Saul Santos, is of an ESP, tourism text entitled Welcome! English for the Travel and Tourism Industry. Remember, the MEXTESOL Journal is a bilingual publication, and we welcome submissions in Spanish.

The second review is by one of our previously published authors, Diane Diamond. While traveling this summer, Diane read a book entitled The Professor and the Madman that describes the process of the formation of the Oxford English Dictionary and the bizarre relationship between two men who collaborated in its writing during the late 1800s. As described by its author Simon Winchester, the book is "a tale of murder, madness and the love of words".

We hope you will enjoy reading this Fall Issue of the MEXTESOL Journal and, if you are in Mazatlán for the National Convention, please come to the presentation that the Journal Editors and Staff are giving on Saturday morning from 9:30 to 10:50. This session will provide information and "tips" to those persons interested in submitting manuscripts to the Journal. And, also during this session (or even over beers), I would like to receive feedback on any of the changes you have seen in the format of the Journal during the past year and get ideas for any future changes the MEXTESOL public would like to see.

The Editor

Research Issues

Think Aloud Protocols and Metacognitive Reading Strategies in English for Science and Technology/Foreign Language Class[1]

Dafne Gonzalez & Rubena St. Louis, Universidad Simón Bolívar[2]

"Extraño, es incómodo prestar atención a un proceso natural que se realiza automaticamente, en cuestión de segundos..". (It's strange. It's uncomfortable to pay attention to a natural process that is done automatically, in a matter of seconds...." (3rd trimester EST/FL university student).

One of the challenges we as teachers face in our university EST/FL reading classes is the task of making our students become proficient and self-sufficient readers. Reading has been considered an interactive process involving the reader, the text and the interaction of both. (Rummelhart, 1977; Carrell, Devine & Eskey, 1988; Grabe, 1991).

Grabe (1991) points out that good readers have a large vocabulary, know the structure of the language and have both cultural, as well as previous knowledge of the content of the text. A good reader is also able to evaluate, synthesize and relate the new information with already existing knowledge, which involves the use of prediction and inference. Finally, Grabe emphasises that "..the ability to use metacognitive skills effectively is widely recognised as a critical component of skilled reading." (p. 382).

1 This is a refereed article

2 Both the authors can be reached at the Depto. de Idiomas, Universidad de Simón Bolívar, Venezuela. Office Fax: (582) 906-3801. E-mail: anaagon@telcel.net.ve & slrubena@usb.ve

Research done by Chamot & O'Malley (1994) show that good readers tend to use both cognitive and metacognitive strategies when facing a text.

Field, Anderson & Carrell (1997) have divided cognitive strategies into two categories: Micro strategies, used by the reader individually while reading a text, include skipping an unknown word, guessing meaning from context, translating the word or phrase into L1, formulating questions, using context to build meaning and aid comprehension, among others. Macro strategies, on the other hand, are a group of strategies used before, during and after reading in order to activate previous knowledge and promote interaction with the text. Main idea comprehension, summarizing and note taking, schema and text mapping techniques are a few of these strategies. Schema has been defined in text linguistics and discourse analysis as "..the underlying structure which accounts for the organisation of a text or discourse·(Richards, Platt & Platt: 1997), while text mapping or diagramming "..is intended to display the structure of the text·the way the ideas and information are presented. {They} aim to help the student by setting out the relationship between parts of the text and showing what each part contributes to the whole.." (Nuttall, C, 1989).

Metacognitive strategies, on the other hand, are used not only in reading, but in any learning process and imply knowledge about cognition and the self regulation of cognition (Baker & Brown, 1984 in Grabe, 1991). They involve knowing about what we know. With regard to strategies, metacognition would entail knowing what strategies we use, when and how we use them. Examples of reading metacognitive strategies include recognising the more important information, adjusting reading rate, formulating questions about the information, recognising problems with information presented in the text, testing self comprehension and checking the effectiveness of strategies used, among others (Grabe, 1991). Consequently, with this type of cognition, the students should show awareness and understanding of the strategies and therefore select those to be used according to the kind of text and the reader's purpose. As stated by Anderson (1999) "..metacognitive awareness of the reading process is perhaps one of the most important skills Second Language readers can use while reading" (p.72).

In our daily interaction with our third trimester EST/FL reading course students at a Venezuelan university, we have come to realize that most of them are not aware of the strategies they use when reading in their L1 (Spanish). We thought that perhaps this was one of the reasons they could not use strategies efficiently when trying to read in the target language. We therefore decided to promote the use of cognitive and metacognitve strategies through Think Aloud Protocols, in our reading methodology. Another factor which influenced our decision was the positive relationship that has been found to exist between metacognitive knowledge and reading comprehension in

EFL. In a study carried out with 167 1st trimester EST/FL Venezuelan university students, Rodriguez (1995) found that there was a significant relationship between metacognitive knowledge and reading comprehension. Horibe (1995), in a study carried out with 43 Japanese university students found a ".. clear relationship between reading comprehension examination scores and strategy use: .. the higher the scores, the more frequent the use of top-down strategies.." (p. 191).

The purpose of this article is to describe how we incorporated Think Aloud Protocols into our daily lesson plans, in our 3rd trimester English for Science and Technology classes, as a means of promoting students' awareness of the strategies they should use when they read. The final objective was to make them aware of the use of adequate reading strategies in order to become efficient and self-sufficient readers. We also discuss the results of a study carried out while using this technique.

Think-Aloud Protocols

Our first concern was to find out the strategies students used while reading and so they were asked to make a list. We were surprised to learn that most of them were unable to name more than three: finding the main idea, guessing meaning from context and using the dictionary, strategies which were explicitly taught to these students during the first two reading courses.

In light of this, we chose the Think Aloud Protocol, not only to find out the strategies that our students unconsciously used while reading, but also to make them aware of how these, and other strategies are used. Effective strategy use is an important step toward becoming a good reader. The Think Aloud Protocol is a technique used in investigating the reading strategies used by learners while completing a reading task. They are asked to think aloud and the researcher asks questions to find out the type of strategies they are using. We selected this procedure as we believed that the students were simply not aware of the strategies they could use while reading, and it appeared to be an excellent way to explicitly show them what strategies could be used, when, how and where, as well as to help them determine if they were using them correctly (Winograd & Hane, 1988). Think Aloud Protocols are an adequate way to explore the mental processes involved in reading and have usually been used in research for this purpose. We thought it could be an excellent tool for practical classroom use with our interactive methodology as Anderson (1999) states that "..getting students to think aloud and use verbal reports is a beneficial metacognitive activity" (p. 72).

Class Procedure

We designed our first lesson plan adapting some of the proceedures suggested by Anderson & Vandergrift (1996).

Lesson Plan (Class 1)

Objective: make students aware of their mental processes (strategies they unconsciously use) when they read a text in English - metacognition.

Activities:

1.- Play hangman or unscramble the word "METACOGNITION"

2.- Brainstorm on the word. Make students aware of the two components (cognition: knowledge) (meta: further). So metacognition is knowledge about knowledge. Give concrete examples. For example, ask them what they know about the Universe. Write answers on the board. Tell them that this is the knowledge they have about the Universe.

Relate the concept to READING. Brainstorm on the mental processes they use when they read. If this is difficult for them to understand, tell them that these mental processes are the strategies they use. Talk about the strategies they have already learned.

4.- Explain that you will do a demonstration of what goes on in your mind as you read a text. (We used the article "Spores in Space"). Ask them to follow the reading silently.

5.- Do the modeling. Slowly (See modeling paragraph in Appendix A).

6.- When you are finished ask the students what they have observed. Ask them if they had any other ideas about the text while you were reading.

7.- Through questions, get the students to tell you the strategies you were using. You can help with labels. Write the strategies on the board (See list of strategies found by students in Appendix B)

8.- Ask students to finish the following two paragraphs of the text in the following way: reading and writing down their thoughts (give ten minutes). An alternative is to have students work in pairs. One student reads and verbalizes his/her thoughts about the second paragraph while the other one writes. They then switch for the third paragraph.

9.- Divide the class into groups of 3-4 students. Ask them to share the strategies they used and as a group have them write a list of the strategies used by all. Monitor the activity, helping when needed.

10.- Each group shares with the whole class. Make a list of the strategies used. Discuss each one: when they were used, why and how.

11.- Ask students for their written list. You can use it as evaluated classwork, so students realize how important the activity is.

12.- Ask students how they felt during the activity and how useful they feel the technique is.

13.- Close the session by discussing the end of the article and the content.

Results

After analyzing students' written list (activity 11), we found that the most frequently used strategy seemed to be formulating questions, which was listed by 70% of the students. Guessing meaning from context was listed by 45.8%, looking for evidence to answer questions (41.6%) while relating texts to graphics and pictures and re-reading sections of the text were listed by 37.5% respectively. We also found that most of them did, in fact, use more strategies than they had mentioned during our previous research, as 22 different strategies were listed on the whole. Of these, 16 corresponded to top-down strategies* which indicates that students were using their knowledge of the world and their own experiences, interacting with the text to try to understand it better (see Appendix B). However, In the study done by Horibe (1995), the subjects used more bottom-up than top-down strategies.

We ended this first session by discussing how they had felt using this technique and how useful they considered it. Some of the comments were:

- "..We liked it a lot. It helped us to better understand the text. Also let us kind of critic it. It also provoked our imagination and guessing sense.."
- "..It is a good conditioning, but it comes with practice.." and, "This strategies made easier the reading and therefore it allow us a major comprehension about the reading's content...".

Some students said that they had felt uncomfortable because they "had to slow down a process which is naturally done very quickly. ". However, those who used the strategy of re-reading , said they "felt more comfortable after reading the text a second time". The majority felt that the technique had helped them to better understand the text and had freed them from using the dictionary.

On the other hand, three (3) students mentioned that it was difficult for them to concentrate on what they were reading because they had to verbalize what was going on in their minds and as a result, they gave isolated thoughts when they were asked to report on the text. This occurs because students are not able to record everything that goes through their heads, leaving many questions unvoiced and unanswered. Finally, these students said that they felt uncomfortable using the technique since they have been trained to consider reading a silent process and so they may not be inclined to continue using it.

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* In contrast to top-down models, bottom-up ones process information "..from letter features to letters to words to meaning. Bottom -up models emphasize what is typically known as "lower-level" reading processes"(Anderson, 1999, p.2).

After analyzing the results of our first Think Aloud session, we realized that not all the strategies had been used by everyone and some students were not inclined to the procedure. So we thought it necessary to first stress the importance of making students aware of the wider range of strategies at their disposal in order to incorporate them into their own repertoire. This we tried to achieve throughout the rest of the term by using different activities in which students were asked to evaluate their use of Think Aloud and reading strategies. By providing activities which actively involved the students' use of the technique, we could observe their weakness and strengths with regard to reading and we also provided activities which encouraged them to use the technique in order to improve their reading comprehension. In this sense, we used some activities suggested by Anderson & Vandergrift (1996).

- giving the class a reading passage and having one student read a line at a time, verbalizing thoughts and strategies used;
- asking one student to read a short passage and verbalize his thoughts while the rest of the class follows silently and the listeners can then contribute with their own thoughts;
- as a homework assignment students can be asked to make a list of the strategies they used while reading a take home reading text;
- teachers can hold one-on-one conferences with different learners that is, with students who do not feel motivated to share their thoughts aloud in public.

By midterm, when the students had certain practice with the technique, we decided to incorporate more evaluative tasks. Chamot & O'Malley (1994) suggest that students should develop awareness of their use of strategies (which strategies work for them and why) through self evaluation activities, such as:

- debriefing discussions after using strategies,
- self reports telling when they use or do not use strategies and why and,
- discussing why specific strategies are used for particular tasks.

We implemented the above activities in the following way: when students were given a reading comprehension worksheet, they were often asked to evaluate the difficulty of the questions and what strategies they had used to answer them and share their thoughts with a classmate. When an incorrect answer was given, the students were asked to re-read both the question and the text in order to determine why they had made the mistake and to try to find the correct answer. In this way, the students realized that the error was due to the lack of/or the incorrect use of a particular strategy. Over a period of time, they became more adept at seeing and correcting their own errors.

Another activity involved sharing the process they had used to arrive at the answer to a particular question. Students were often asked to orally explain how they had arrived at the answer and through discussion, the group as a whole was able to benefit from evaluating the manner in which they and their classmates used a variety of strategies.

The effectiveness of the Think Aloud Protocol in raising students' awareness of the use of reading strategies was seen at the end of the term when we compared the students' final grades with those obtained in their first evaluation. We gave two types of formal evaluations: Departmental type exams, which are constructed with validated and reliable multiple choice questions taken from the Language department's item bank, and quizzes which are integrative. Both the first departmental exam and quiz were given to our forty students (two sections) before the Think Aloud Procedure was introduced. As we can see in table 1 below, there was an increase in the students' grades for these final evaluations. (Dept 2 and quiz 2). The median for quiz 2 is very close to the mean while that of the second departmental exam is the same. The standard deviation was also lower for the final evaluations indicating that there was less variability in the answers. These final scores seem to indicate, on the one hand, that most students improved their reading comprehension and on the other, that the group as a whole behaved in a more homogeneous manner. While in the second quiz, all students (100%) increased their grades, on the second departmental exam, 76.9% of the students improved their grades and only 7.7% lowered theirs. The results of the second departmental exam were very important due to its special characteristics. Unlike the quiz, the departmental exams are made up of 20 short paragraphs, each on a different theme, with a multiple choice question aimed at evaluating specific areas of reading comprehension. This type of exam also carries a heavier psychological burden than the quiz and most students tend to lower their grades on this exam. So, any improvement in this evaluation is considered important.

Table 1: Results from evaluations

	Dept. 1	**Dept.2**	**Quiz 1**	**Quiz 2**
Mean	4.5	5.5	12.73	15.99
Median	4	5.5	13.3	15.63
Standard deviation	1.33	1.14	2.05	1.73

Departmental exams were scored over 10 and the quizzes over 20.
passing grade: D.E. 05 Quizzes 10
N=40

These results seem to indicate that on the one hand, students' reading comprehension can improve when they are aware of and can evaluate the strategies they actively use while reading. On the other hand, Think Aloud Protocols can be used, not only in research, but also as an effective classroom tool in the process of raising awareness of the use of reading strategies.

Advantages of Think Aloud Protocols

Although the main disadvantage of this technique is that readers may not be able to verbalise all their thoughts as they read, as mentioned by some of our students, there are many advantages. The Think Aloud Protocol allows the teacher to better understand the reading comprehension problems that a student might face. Horibe (1995) says that " ...it can provide a more direct view of reader's mental processes than other research methods.." (p.182). This technique is a more direct way of making students aware of the internal processes they use when reading. It can be beneficial by showing the strategies that good readers use to solve their own reading problems. It is a new experience for the students and makes understanding the text more interesting. It also helps them to realize that each person uses different strategies and that they can also benefit from each of them. Anderson (1999) points out that verbal reports are an effective way of making students realise the different ways the same text can be read and understood by different readers.

In conclusion, based on the results of this classroom experience, we believe that the Think Aloud Protocol seems to be an excellent procedure for teachers and students. Teachers will find that this technique is an excellent way of finding out the reading strategies their students use. With this knowledge, teachers are in a better position to expose their students to the wider range of strategies at their disposal, helping them to evaluate the best one to be used when reading. This is especially important when reading in a foreign language. By using the Think Aloud Protocol students may become more confident readers as they evaluate each kind of strategy and may be better prepared to confront any text. As the scores show, our students did improve their reading comprehension after being exposed to this technique. It is, however, not our intention to generalise our findings since this was classroom based research intended to find a possible solution to a reading comprehension problem faced by our students. Nevertheless, we believe that more research is necessary in this area, perhaps with the use of control groups.

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Appendix A
Modeling Paragraph*
Spores In Space
Creating an interstellar environment

* Teacher's thoughts are represented in parenthesis, in bold letters).

(What does this title tell me? Spores remind me of ferns and how they reproduce, so it might be related to life in space.) (The drawing has nothing to do with the title. They may talk about an experiment and the drawing is the device used for it.)

At the turn of the century, **(which century? Probably the 19th century. let's see)** The Swedish chemist and physicist Svante August Arrhenius outlined **(the verb is in the past tense, so I was correct it was referring to the 19th century otherwise it would have been in the future tense)**, the principles of Panspermia **(Panspermia, what is it? It must be a theory because of its location in the first paragraph. It might be the topic of the article, so it has to be defined somewhere)** the theory that life was transported from solar system to solar system through interstellar **space (Oh, it sounds interesting! So I was correct, the article has to do with life. Let's see what evidence they give).** Since then, **(when? oh yes, the end of the 19th century, I wonder what year it was),** various scientists, arguing **(they were probably against the theory)** that the earth was too young for life to have evolved here, (this is one evidence for the theory. I was wrong thinking that the scientists were against the theory) have carried the torch. **Iin other words, they have been the first to study the theory. let me read the whole paragraph again.)·····(Ok. Now let me continue)**.

Now, **(Ok. They've started talking about the past and in this paragraph about the present)** astrophysicists Peter Weber and J. Mayo Greenberg, writing in Nature **(probably a scientific journal and these people are two of the scientists they were talking about in the first paragraph, they have carried the torch)**, have placed Arrenius's ideas **(he is the one that outlined the principles of panspermia)** in

a modern astrophysical context" **(I wonder what they mean by this)**. Arrenius, they say, believed that solar radiation pressure could drive microorganisms into interstellar space with enough speed to reach another star **(Ok. Now we have the principle of Panspermia according to Arrenius. They will probably present now their new "astrophysical context")** but he **(that is Arrenius)** didn't consider that many aspects of space - especially ultraviolet cosmic rays, low temperatures and a vacuum - are hostile to life. **(They found a flaw in the principle. It could be interpreted as if they were against it. But according to what was stated before, they might have found a way to overcome this flaw and that is why they say they have put Arrenius' ideas in a new astrophysical context).**

Appendix B
Strategies used by Teacher
(list made with student´s help)

MICRO STRATEGIES

- use text features (title-subtitle-graphic)
- use of previous knowledge
- formulate questions
- note key words
- recognize thesis or topic sentence (theme)
- make inference/verify inference
- predict what will come next/verify prediction
- paraphrase
- react to text
- re-read sections of the text
- understand the relationship between parts of the text
- identify grammatical function of words

Appendix C
Strategies used by Students in the First Class

Strategies	**%**	**Type of Strategy**
Formulating questions	70	TD
Guessing meaning from context	45.8	BU
Looking for evidence to answer questions	41.6	TD
Relating text to graphics or pictures	37.5	TD
Re-reading sections of the text	37.5	TD
Predicting	29.1	TD

Strategies	%	Type of Strategy
Formulating and verifying hypothesis	25	TD
Paraphrasing	25	BU
Making conculsions	25	TD
Reacting to texts	20	TD
Using previous knowledge	16.6	TD
Visualizing	12.5	TD
Relating parts to whole	12.5	TD
Looking for the main idea	8.3	TD
Using the dictionary	8.3	BU
Using grammar for comprehension	4.1	BU
Doing a fast first reading	4.1	TD
Skipping unimportant words	4.1	TD
Using key words	4.1	BU
Sharing ideas with classmates	4.1	TD
Making inferences	4.1	TD
Using text features (italics, quotation marks etc)	4.1	TD

N - 40 students
TD - Top down strategy
BU - Bottom up strategy

Language Teachers' Roles in the Constructivist Mode[1]

Ana Ma. Longhini, Universidad de Rio Cuarto, Argentina[2]

(Paper presented at the colloquia "Language Teachers' New Roles and Perspectives", organized by Rebecca Oxford. TESOL '98, Seattle, WA.)

According to the dictionary, the word 'role' means "a socially expected behavior pattern, usually determined by an individual's status in a particular society" (Webster's New Collegiate Dictionary, 1977). But, while in our western culture there are jobs that may clearly determine univocal roles, that is not the case with the job of the teacher, particularly with that of the foreign language teacher. Several authors, such as Oxford et al. (1998), Nunan and Lamb, (1996) and Richards and Lockhart (1994) have studied and analyzed the roles of classroom teachers in general and language teachers in particular. They found that there are new roles that teachers are performing, and they seem to coincide about the need to make explicit what these new roles imply in order to increase tolerance and understanding in the classroom.

We believe that what is expected from the foreign language teacher greatly depends on the kind of institution she/he works at and how it is structured. The philosophy behind the institution is also of utmost importance. But, perhaps for the most part, the roles of the foreign language teacher depend on the didactic strategy that the teacher advocates.

In this paper we look at the different roles performed by an EFL teacher teaching reading comprehension at high school level. For the study, we observed the actions of the teacher when using the bilingual reading manual *Reading Together. The Joint Action of Teacher and Student on the Text* (Longhini and Martínez, 1997), designed on a constructivist basis.

Constructivism is a burgeoning, important movement in education in general, and EFL in specific. As a theory of knowledge, Constructivism dates from the 1700s,

[1] This is a refereed article.

[2] The author can be reached in the Depto. de Lenguas, Facultad de Ciencias Humanas, Universidad de Rio Cuarto, Argentina. Fax: (358) 462-4149 E-mail: alonghini@hum.unrc.edu.ar

but it was probably not until the contributions of J. Piaget in this century that it started influencing educational practice.[3] The constructivist theory asserts that knowledge is the result of a construction process in which the individual has an active participation. Studies done at the Center for the Study of Reading, University of Illinois at Urbana, IL, USA, in the 1970s, 80s and 90s and other researches in the field of reading looked at the participation of the learner when developing the reading skill.[4] Several of these studies applied constructivist ideas to reading and reading-related tasks.

Our observations took place in a public secondary school (students' ages 12 to 17), in Argentina, where English is taught a s a foreign language. It should be pointed out at this point that the lack of interest that students show for English as a school subject is remarkable in public schools. It was seeking an explanation for this problem that we resorted to constructivist theory.

One of the necessary conditions for a learner to be able to construe meaning is that the content itself should be "psychologically and logically meaningful" (Ausubel *et al.,* 1983). That is, it should be assimilated and related to previous knowledge; it should be inserted in the network of meanings already construed by the learner. Our observations seemed to show that the constructivist methodology that the teacher was applying to the teaching of reading, when following guidelines from *Reading Together*, provided the psychological and logical meaningfulness that secondary students would need in order to be motivated to learn the language. This methodology was operationalized in a process-oriented, interactive way. The learners were not just assessed for comprehension after reading, but rather, they were accompanied and assisted during the process of reading. This joint action of teacher and students on the text seemed to foster the construction of meaning. (We illustrate below, with excerpts from the reading manual used in the experience, *Reading Together*).

The implications of these insights determine the roles that the educator teaching this kind of course performs. First and foremost, a teacher working on constructivist lines can be said to do the jobs of a needs analyst and a materials developer, because she develops -or at least adapts- her own materials taking into consideration students' needs, interests and motivations. Designing -or adapting- her own materials allows the teacher to apply the principle of "task-control", whereby language is regulated not by input but by intake (Widdowson, 1990). Input is the language to which the learners are exposed, but, generally, only part of that language becomes intake, that is, becomes language that they can understand, process and react to. But, when the prin-

[3] See Oxford, 1997, for a thorough discussion on Constructivism, its origin and development.
[4] See, for example, Baker and Brown (1984) and Campione and Armbruster (1984).

ciple of task-control is applied to language in its natural state, the context becomes authentic and logically meaningful. If rather than "tailoring" the language of texts, tasks are designed to control it, for specific purposes and with particular learners in mind then the conditions should be given for the construction of meaning.

Another role of the teacher in a constructivist, process-oriented, interactive reading course -and probably the most important one- is that of an interventionist and facilitator. The teacher encourages the learners to draw on their own experiences as language users. They are then required to employ the same procedures in English as in their own native language as they search for meaning. In order for the students to see what strategies may help them develop their reading skills, the teacher, following instructions from *Reading Together*, verbalizes her own cognitive processes, opportunely modeling the application of strategies. The example below illustrates how *Reading Together* suggests modeling the lower level skill strategy of "chunking" or "identifying sense units":

(The following excerpts have been translated into English. To view the original in Spanish, see the Appendix)

Excerpt A

"As we've been doing in previous lessons, we're going to keep reflecting about the **process of reading,** about what we do when we read. The same as when we read in our mother tongue, when we read in a foreign language, we **do not** decipher **word by word** but we rather understand the meaning of groups of words taken together.

In order to illustrate, let's attempt different reading paces (differences in the length of the segments).

Learning / to / read /in / English / is / not / so / hard / because / though / we / do / not / know / much / English / we / do / know / a lot / about / how / to / read. / And,

how can we / not know / if / we've been reading / in Spanish / for about / 10 years? The

thing is / that / besides trying to learn / some more English every day / when we read / we should apply / appropriate reading strategies/ -they can be / the ones we use in Spanish, / and some others / which we'll learn / with our teacher of English.

As we can see, we find it quite simple reading this text in Spanish, because we have a very good command of the language, and we do not need to chunk the text in

sense units. If we were reading a more complicated text however, we'd very likely need to chunk it. But we'd only try to identify **sense units** in those parts of the text that we found difficult to understand. Sense units can be very short or quite long, and even contain other sense units. It'll all depends on how fluent we are in the language or how far we are from understanding the text."

(Lesson 3, p.27)

All this is done at the proper time and in the simplest possible way, if necessary, using the students' native language.

The following is an example of how *Reading Together* suggests applying the teaching technique of "verbalizing the application of strategies to foster comprehension".

Excerpt B

(teacher to students)

"Let's observe the text that we're going to read: the number of pages it has ... if there are any pictures ... let's look at the different types ... if there are titles and subtitles.

(teacher verbalizing her/his thoughts)

Do I know what this text is about? ... Can I anticipate the topic? ... Have I read about this before? ... Am I interested in this topic? ... Can I anticipate any information that this article may provide? ... Is there anything in particular, related to the topic, that I'd like to find here?"

(Lesson 8, p.65)

According to Ausubel *et al.* (1983), for learning to be meaningful it also has to be functional, that is, it has to be potentially useful to learn new meanings. It has to provide the means to learn more. When applied to EFL reading courses, this principle means that the functionality of the content to be taught has to be clear in the mind of the teacher from the very moment that she sets the aims of the course. Aims were defined by Widdowson (1984) as "the purposes to which learning will be put *after* the end of the course" (emphasis ours). The implication of this is that the constructivist teacher should also be a good curriculum planner, who should keep in mind not only students' immediate needs for reading in English, but also their history and future.

An important point that has to be taken into consideration is the definition of the kind of instruction that a reading comprehension course in EFL involves, since the role the teacher performs greatly depends on her/his idea of a reading course. The question is, what do we teach when we teach reading comprehension? What do learners learn? Do they learn the language? Do they learn the content? Do they learn functions and the organization of the text? Do they learn the process?

When teaching reading, the secondary school EFL teacher may be inclined to focus on the content, or the text, or the process, and even on all of them. Her/his decision is ultimately determined by the theoretical ideas supporting her/his pedagogic practice. But the question she/he will not even ask herself/himself is whether to develop the lower level skills.[3] She/he will simply have to do it. The secondary school EFL reading teacher -at least in Argentine public schools-cannot assume that there will be a threshold of linguistic competence on which to count. And she/he knows that the groups will be, for the most part, difficult to motivate and heterogeneous. She/he also knows that, in general, the students' knowledge of English will be inadequate for doing any reasonably fluent reading.

When teaching a reading comprehension course, the secondary school EFL teacher will have to train the learners simultaneously in higher level skills and lower level skills. She will have to teach the language as the reading lesson progresses. And this is precisely what renders secondary school EFL courses different from ESL courses[4]. In EFL, teaching the basics of the language while training the students in reading comprehensively is a very significant challenge. This implies that the teacher also has to be a skillful lesson planner, carefully balancing the development of reading strategies as well as the development of basic language skills in an interactive way.

Below we illustrate how the teacher, following the instructions from Reading Together, models the development of reading strategies simultaneously focusing on a lower-level skill such as "chunking".

Excerpt C

(teacher verbalizing her/his thoughts)

" I'd like to know what this brochure is about. What am I supposed to do first? ... I'll look at the pictures. Can I understand them? ... I'll try to relate them to two words that call my attention in the heading: " alcohol" and "drug". I'll look at the whole text. I know that brochures constitute a special genre (kind of text). They are supposed to be easy reading. That's why sense units are generally well delimited and highlighted, in different types, different colors etc. All this makes reading easier, of course. .... I'll read the heading: "Alcohol is a dangerous drug". Do I understand? ... I think I do. This line is in a different color and different types. What if I chunk this into sense units, to make reading easier...? How can I do it?

"Alcohol / is / a dangerous drug"

Now I'll look at the nominal phrase "a dangerous drug". It constitutes a **sense unit**. Nominal phrases **always** constitute sense units, the same with verbal phrases, adverbial phrases and prepositional phrases.

(Lesson 3, p. 28)

After having carefully planned the lesson aiming at a balance in the development of lower and higher level skills, the teacher becomes another learner in the class, a partner, but not any partner, a knowledgeable learning partner. This collaborative strategy is essential since her/his goal is the construction of meaning and meaning is achieved, to a great extent, by interactivity. We believe that it is what learners actually do, interacting with the teacher and the text, which results in meaning. And we agree with Widdowson's claim (1990) that "we need to consider how the roles of teacher and learner can be made more effectively complementary so that effective learning comes about as a consequence of their interaction" (page 125).

The following is an instance of how *Reading Together* suggests prompting the application of monitoring strategies for the students to check if they are really interacting with the text:

Excerpt D

"Self-questions will help me check my comprehension:

- **Do I understand** in relation to what are Great Britain and Australia mentioned in this text?
- **Do I realize** why the words quoted are Steve Whyland and not somebody else's?
- **Did I note** what the relation is between Coca Cola and this sport?
- **Can I anticipate** the answer to: "Will this sport become as popular as sea-surfing"?"

(Lesson 13, p. 98)

In this way, at moments, teacher and student behave like partners, interacting with the text in a joint action, while at other times the teacher intervenes to explain, clarify and correct. The decision about what to do and when to do it is with the teacher, because her/his role at this time is that of a manager.

Summing up, the main theoretical, pedagogical and didactic principles of a constructivist EFL reading course for secondary school are operationalized as the gradual construction of meaning achieved as a result of the interactivity between teacher, learner and text through the application of a constructivist didactic strategy. In order to accomplish this, the teacher acts as a curriculum planner, as a lesson planner, as a manager and as a knowledgeable learning partner.

A constructivist didactic strategy can be accomplished by different methodologies. The one fostered by the *Reading Together* and which was being observed "in motion" is "the progressive transfer of responsibility and control" (Coll, 1990). That is, the controlled assistance that the teacher offers the learners in order to accompany them during the process of learning. This assistance acts as "scaffolding" (Brüner, 1985).

When setting up the scaffolding, the teacher becomes a facilitator, assisting the learners to accomplish tasks that they would not have been able to do by themselves.

When looking at what happens in a real constructivist teaching situation, as it was the case here, we could see that the role of the scaffolder in fact fuses together with the role of a model to imitate. The teacher relinquishes control of the learning situation by a) modeling the strategy use, b) posing questions to elicit the verbalization of the strategy use, c) observing the learner's own verbalization of the application of the strategy.

When applying a constructivist didactic strategy, the teacher plays different roles at the different stages of the lesson. In the following example, the teacher tries to raise the students' grammatical and discourse awareness building upon the knowledge that students -as users of their own native language- already have, and stimulates students for more autonomous learning.

Excerpt E

"Let's read the first sentence: <<**This is how you do it**>>.

a- – What's the meaning of <<**this**>>, in this context? Let's reread the previous paragraph before taking a decision. Now, let's choose the correct answer:

1 – Esto (This) 2 – Así (In this way) 3 – Este(This one)

b – Let's remember the meaning of <<**how**>>...If we don't know it, haw can we solve the problem? ... So, this first sentence means ... and this helps us predict ...Let's see ... What can come next, after this sentence?

(Lesson 13, p.95)

(It should be mentioned that students use, as reference material for helping them solve these activities, an ad-hoc *"Glossary of Grammar Terms for Skillful Moves in Reading Comprehension"*(Longhini et al, 1997) that they can consult, in addition to the bilingual dictionary)

And we may find the teacher in a constructivist mode has a different role, probably, for each micro-teaching situation. It all depends on how detailed one wants to be.

Though it may seem a paradox, it is in learner-centered classrooms[5] where teachers have a wider variety and more active roles to play. As Oxford (1999) has claimed "the focus on the learner necessitated a change in the role of the language teacher:

from the fount of all wisdom and director of classroom activity to facilitator of learning and guide toward greater autonomy for the learner" (Ampersand, March 1999, 3:7)

Some of the roles that a constructivist didactic strategy imposes on the teacher are more demanding than others. But all should be equally important to create a teaching/learning atmosphere, and all of them should emanate from the teacher being "authoritative", in Widdowson's terms (1990), that is having a thorough knowledge of what and how to teach (p. 188).

We think that it is important for teachers, teacher educators and trainee teachers to be aware that these different roles require the development of new skills on the part of the teacher, which, of course, implies more effort. But we also think that a more democratic class, which works together in the construction of knowledge, is worth the effort.

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[5] The paradox vanishes if, with Prabhu (1985), we see these classrooms as "learning-centered" rather than learner-centered.

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Appendix

A

"Como hemos hecho ya en las clases anteriores, vamos a continuar reflexionando sobre **el proceso de lectura**, sobre qué es lo que hacemos cuando leemos. Tanto cuando leemos en nuestra propia lengua como cuando leemos en una lengua extranjera, **no** desciframos palabra por palabra sino que vamos entendiendo grupos de palabras.

Para ejemplificar, intentemos distintos ritmos (diferencias en la longitud del segmento) de lectura:

Aprender / a / leer / en / inglés / no / es / tan / complicado, / porque / de / inglés / sabemos / poco, / pero / de / leer / sabemos / mucho. Y /

cómo no / vamos a / saber? si / hace 10 / años que / leemos en / español ¿verdad? La /

cuestión es / que / además de tratar de aprender / un poco más de inglés cada día,

en el momento de leer / apliquemos

estrategias de lectura / -pueden ser / las que utilizamos en español, / y otras / que la profesora de inglés nos enseñe."

Como vemos, leer en español este texto es tan fácil para nosotros que no necesitamos separarlo en **unidades de sentido**. Si leyéramos algo más difícil, seguramente sí sería necesario hacerlo. Pero sólo trataríamos de identificar la **unidad de sentido** en la parte del texto que nos causara problemas de comprensión. Esa **unidad de sentido** podría ser muy cortita, o bastante larga –incluso contener otras **unidades de sentido**- dependerá de cuánto dominemos el idioma y cuán grande sea nuestra falta de comprensión"

(Lesson3, p.27)

B

"Observemos el texto que vamos a leer: miremos cuántas páginas tiene... si hay fotografías... observemos los distintos tipos de letras... si hay títulos y subtítulos..."

¿Me doy cuenta de qué se trata este texto?... ¿Puedo anticipar el tema?... ¿He leído sobre el tema?... ¿Me interesa?... ¿Puedo anticipar alguna información que seguramente el artículo me brindará?... ¿Hay alguna información sobre este tema que me gustaría encontrar aquí?"

(Lesson 8, p.65)

C

"Quiero saber de qué se trata este folleto. ¿Qué hago primero?... Miro las ilustraciones. ¿Las entiendo?... Veo si las puedo relacionar con dos palabras que saltan a la vista en el encabezamiento:<alcohol> -<drug>.
Observo todo el texto. Sé que los folletos, (<<brochures>>, en inglés) son un tipo de texto especial, que pretende ser de fácil lectura, por eso, precisamente, las unidades de sentido suelen presentarse bien delimitadas y resaltadas, con distinta tipografía, distintos colores de letras, etc.
Eso hace más fácil la lectura, claro. Leo el encabezamiento: Alcohol is a dangerous drug! ¿Entiendo lo que dice?... Creo que sí. Tiene distinto color y distinto tamaño de letra. Si para facilitarme la tarea separo esta oración en unidades de sentido, ¿cómo lo hago?...
Ahora observo la frase nominal "a dangerous drug". Constituye una ***unidad de sentido****. Las frases nominales* ***siempre*** *constituyen unidades de sentido, al igual que las frases verbales, las frases adverbiales y las frases preposicionales."*

(Lesson 3, p. 28)

D

M**e hago y me respondo preguntas que me ayuden a saber si estoy entendiendo**:

- ¿**Entiendo** en relación a qué se mencionan Gran Bretaña y Australia en el texto?
- ¿**Me doy cuenta** porqué se citan las palabras de Steve Whyland, y no de cualquier otra persona?
- ¿**Noté** cuál es la relación de Coca Cola con este deporte?
- ¿**Puedo** anticipar cuál será la respuesta a " Will this sport become as popular as seasurfing"?"

(Lesson 13, p. 98)

E

Leamos la primera oración: <<**This is how you do it**>>.

a- ¿Qué significa <<**this**>> en este contexto? Releamos el párrafo anterior antes de decidir. Elijamos la opción correcta.

1- esto 2- así 3- éste

b- Recordemos qué significa <<**how**>>... Si no lo sabemos, ¿cómo lo resolvemos?... Entonces, esta primera oración quiere decir ... y nos ayuda a hacer predicciones... Pensemos... ¿Qué vendrá después de esta oración?"

(Lesson 13, p. 95)

Teacher Motivation and Satisfaction in the United States and Korea

Terry Doyle, City College of San Francisco
Young Mi Kim, Duksung Women's University [1]

Recently there has been an increasing emphasis on teachers and their backgrounds in the language learning process in classroom settings. The Autumn, 1998 issue of TESOL Quarterly is devoted entirely to this topic. In their introductory article in this issue Freeman and Johnson argue that "how teachers actually use their (pedagogical) knowledge in classrooms is highly interpretative, socially negotiated, and continually restructured within the classrooms and schools where teachers work" (p.400). There is also a growing realization that not only the learner's motivation to master the language but also the teacher's motivation to provide support for the learner are of great importance to the learning of a second language (Wong-Fillmore, 1994 class lecture). Pennington (1995) recommends the use of employment action plans to improve teacher motivation through serious attention to teacher development, career structure, and academic structure. Pennington's research is very valuable in that it emphasizes the importance of the teacher's intrinsic motivation and teacher autonomy. However, a disadvantage of Pennington's positivist research and actions plans is that she does not uncover some of the underlying social, cultural, and political factors which diminish teacher motivation and cause dissatisfaction and low morale. To understand these underlying reasons a critical approach is necessary. As Crookes (1997) points out "the way teachers teach is influenced by the effects of the social structures in which they are embedded, which create them, and which they in turn create" (p. 73). Taking into account these social structures, which include the socio-historical and political context in which teachers teach, is what Crookes refers to as the perspective of critical applied linguistics. Our interests in these topics led to research using such a critical

[1] Young Mi Kim can be reached at Duksung Women's University in Seoul, Korea.
Terry Doyle can be reached at City College of San Francisco in San Francisco, CA. Fax: (415) 561-1882.
E-mail : TDoyle4854@aol.com

perspective concerning the motivation and job satisfaction which affect our participants'.

This paper is divided into three sections. In section one we will review important studies on motivation and satisfaction, especially among ESL and EFL teachers. In section two we will describe and present the results of our study on teacher motivation and satisfaction among ESL teachers in the United States and EFL teachers in Korea. In section three we will discuss our findings and argue for the need of a critical approach to fully understand the data we have collected.

Section 1: Previous Studies on Teacher Motivation and Satisfaction

A review of the literature of teacher motivation and satisfaction, particularly among ESL/EFL teachers, shows that employment circumstances for many teachers can be described by "alienation" (Auerbach, 1991) and psychological separation between teachers in their working environment and teachers as human beings (Crookes, 1997). Pennington (1995) concludes that "while ESL is a satisfying type of work for large numbers of people around the globe, it has limitations as a lifelong career" (p. 113). This statement can be better understood in light of Maslow's (1954) two-factor model of job satisfaction referred to by Pennington (1995) and Dinham and Scott (1996). Maslow differentiates between "motivator factors" intrinsic to the work itself and "hygiene factors", which are extrinsic to the work of a particular job. For some teachers there are sufficient motivating factors to maintain satisfaction throughout their whole career, but for other teachers at some point in their career the dissatisfiers outweigh the motivating factors.

Pennington calls for the elimination of dissatisfiers. She also states that due to the widespread lack of career structure in the field of ESL/EFL, which co-exists with a generally high level of work satisfaction in the field overall, it is important to ensure that ESL/EFL teachers have the job security, independence, and autonomy to fully experience the intrinsic rewards of their occupation. Therefore, she urges the removal of administrative or structural barriers that prevent the enjoyment of intrinsic occupational rewards and suggests a need to create career ladders and long- term educational projects so that teachers can attain higher levels of expertise. Finally, Pennington calls on ESL administrators to investigate work satisfaction among their own teachers, develop morale action plans to increase teacher satisfaction and to recognize the importance of teacher satisfaction on student satisfaction, motivation, commitment, and educational performance.

Although the findings of Pennington (1995) and other researchers mentioned in her review are extremely important, there are two problems with her research method-

ology. First, she relies too heavily on quantitative research and "recognized survey instruments" (Pennington, 1995, p. 128) such as the MSQ (Minnesota Satisfaction Questionnaire) and JDI (Job Description Index). Another perhaps more important problem with the kind of research described by Pennington (1995) is the lack of a critical approach to teacher education.

Crookes (1997) divides his discussion of the influences on ESL/EFL teachers' motivation and satisfaction into two levels: (1) a technical level and (2) a critical level. At the technical level his analysis of sources of dissatisfaction among ESL/EFL teachers is quite similar to that of Pennington. He describes five areas in which there has been a "de-skilling of professional S/FL teachers" (see also Pennycook (1989) and Apple and Christian-Smith (1991) for a discussion of the de-skilling of teachers): (1) Curriculum: Because the curriculum in many schools is "mandated by higher authority or determined by the need to prepare students for standardized tests"(p. 68), the fundamental tool of curriculum and program design, for which teachers are trained, is beyond their control. (2) Schooling vs. Education: In many schools two distinguishable functions, schooling and education, are at odds. Although the emphasis in ESL teaching is no longer "Americanization" as it was at the beginning of the 20th century, "the pastoral and socializing functions of schools remain intact" (p. 68). (3) Accountability: This strong socializing function is accompanied by emphasis on "accountability" to school administrators and politicians so that teachers must spend a lot of time on recording-keeping just to complete government reports. (4) Teacher alienation and isolation: There is not only a paucity of chances for professional conversations between teachers due to such factors as the physical arrangements of schools, tight scheduling, and administrative lack of realization about the importance of such conversations but also teacher alienation or "psychological separation between teachers as human beings and teachers in their working environments" (p. 67). (5) Severe under-funding: Because many S/FL programs are severely under-funded, teachers find it necessary to take second jobs, which limits time for professional development. Crookes believes that these five problems can be rectified by "the incorporation of ongoing self-study or internal evaluation components and the support of teacher action research as part of a required and supported program of professional development" (p. 75).

The need for a Critical Approach in Teacher Motivation Studies

Trying to solve problems only at the technical level is not sufficient, says Crookes, who points out that the way teachers teach is influenced by the social structures which create them and which they also create. Language teaching is inherently political and teachers are political actors whether they like to think they are or not. Therefore, Crookes advocates beginning with the political status of language(s) and then considering political action, if necessary. Crookes' suggestions are mainly concerned with the area of teacher training because he says new foreign and second language teachers

are not prepared for the political struggles connected with the jobs they will take. But Crookes' suggestions are appropriate for all ESL teachers, both new and experienced, in the United States for as Auerbach (1991) points out ESL teachers are marginalized because their students come from non-mainstream cultures. Crookes' suggestions are also useful for EFL teachers in Korea who are marginalized by the discourse of ELT. This discourse includes the "native speaker fallacy", which stems from the tenet that "The ideal teacher of English is a native speaker" (Phillipson, 1992: 185). Other researchers have also pointed to a need for a critical approach in studying teacher education including methodology (Pennycook, 1989; Giroux, 1997), teacher evaluation (Pennycook, 1990), curriculum (Pennycook, 1989; Freire, 1970 and 1994; Auerbach, 1991 and 1995), and explorations of the professional lives of teachers' careers and the concept of professionalism in the field of TEFL/TESL (Johnston, 1997).

Section 2: The Study

This article reports on research the purpose of which was to gather and analyze empirical data about teacher motivation and satisfaction in both an ESL and an EFL context. In the ESL context, one of the authors surveyed 99 ESL teachers at a large community college in California and had dialogic interviews with 5 of these teachers. In the EFL context, the other author surveyed 100 elementary school, middle school, high school, and university EFL teachers in Seoul, Korea and had dialogic interviews with 9 of these teachers.

Data Collection and Analysis

A combination of survey research and participatory research were used in this study. The participatory research model used is described by Ada and Beutel (1993). In the ESL context surveys were distributed to approximately 400 ESL teachers at 5 campuses of the community college in California. 99 completed surveys were returned to the author living in California. In the EFL context 100 surveys were distributed and returned to the author living in Korea. Respondents were encouraged to write comments on the last page of the surveys and also were invited to participate in dialogic interviews with the researcher. The interviews with the five ESL teachers and nine EFL teachers were open-ended dialogues. The researchers had a list of guide questions which they used as a starting point for the dialogues, but participants were encouraged to ask questions and comment on anything they felt relevant to the topic of teacher motivation. All of the interviews were tape-recorded and later transcribed in full. They were then analyzed and recurrent and common themes were collected. The purpose of the dialogic interviews was to give both the researchers and the participants a chance to explore the issues mentioned in the surveys and any other issues that the researchers and participants subsequently thought of in greater detail. The aim of this research was transferability rather than generalizability (see Johnston, 1997).

Research Questions

The purpose of this research was to answer the following research questions:

1. What are the most important factors which increase the motivation of the study's ESL and EFL teachers?
2. Do any factors diminish these teachers' intrinsic motivation?
3. What are the most important factors which lead these teachers to dissatisfaction with their jobs?
4. Is it necessary to adopt a critical approach to understand the factors identified in questions 1 -3?

Findings

The findings of our research can be divided two ways. First, like Pennington (1995) and Dinham and Scott (1996) we found that most of the teachers in our study tended to separate factors that maintain their intrinsic motivation from external factors which make them dissatisfied with their jobs. Second, the teachers in our study mentioned dissatisfying factors at both the technical level and critical level. That is, like Crookes (1997), Auerbach (1991), and Pennycook (1989) who have written about the influence of the sociopolitical contexts in which ESL/EFL teachers live and work we found that sociopolitical factors are very important to eleven of the teachers in our study.

The importance of Intrinsic Motivation

Intrinsic motivation is the most important factor which increased the motivation of the teachers in this study according to both the survey results and the themes in the dialogues. Four ESL teachers and one EFL teacher mentioned that despite factors which make them feel dissatisfied, their intrinsic motivation remains high. One part-time ESL teacher went so far as to describe his job as a vocation and said that if "it's not fun for you, you really should get out of it because it's not financially rewarding". Other factors which ESL teachers indicated in their surveys increased their motivation are "students' good learning attitudes" (61% of the ESL teachers strongly agreed and 39% agreed), "a preferable teaching schedule" (51% of the ESL teachers strongly agreed and 40% agreed), "freedom to choose my teaching style" (50% of the ESL teachers strongly agreed and 41% agreed), "a pleasant building, layout, and general ambiance of classroom environment" (28% of the ESL teachers strongly agreed and 57% agreed), "students' positive reactions to my teaching" (24% of the ESL teachers strongly agreed and 61% agreed), and "freedom to choose my manner of assessment" (27% of the ESL teachers strongly agreed and 49% agreed). Unfortunately, we cannot give survey results for EFL teachers for these categories since the surveys used for ESL and EFL teachers were different.

Factors Which Diminish Intrinsic Motivation

Four of the ESL teachers interviewed maintained strongly that negative external factors do not diminish their intrinsic motivation. However, one long-time part-time ESL teacher discussed this point more deeply and described a tension she feels between the lack of appreciation and compensation she receives as a part-time teacher and her desire to do her best for her students. She also mentioned her resentment about this lack of appreciation for her work and for adequate compensation. Survey results among the ESL teachers also show that among those ESL teachers surveyed there is some feeling that negative external factors do diminish their intrinsic motivation. For example, 17% of the ESL teachers strongly agreed and 26% agreed that their salary affects their motivation in the classroom. Also, 17% of the ESL teachers strongly agreed and another 17% agreed that opportunities for advancement affect their motivation in the classroom.

Among the nine EFL teachers there was a much stronger feeling that external factors affect their motivation in the classroom. Eight EFL teachers interviewed said that external factors such as the national testing and national curriculum system of Korea, the limited choice of textbooks prescribed by the national textbook committee, and the excessive administrative duties and paperwork they are expected to finish do in fact diminish their motivation in the classroom. Only one EFL teacher disagreed probably because he has an administrative position and the continuation of his job depends on this system. (In Korea teachers are eligible to take such administrative positions — in addition to their teaching responsibilities — after they have enough seniority and have accumulated enough points.) This teacher apparently wants to maintain the myth that if a teacher is good enough then nothing can diminish intrinsic motivation. We call this the "Super Teacher" phenomenon. The "Super teacher" is set up as an ideal to which ordinary teachers are supposed to aspire to emulate, yet most ultimately fail. So it is interesting to see that while four of the five ESL teachers interviewed and a majority of those ESL teachers surveyed believe that their intrinsic motivation and their ability to do as good a job in the classroom as possible are not affected by external factors that make them feel dissatisfied, the EFL teachers interviewed and surveyed admit that they are not doing as good a job in the classroom as they could. The EFL teachers whose motivation is not affected are "Super Teachers".

Factors Leading to Dissatisfaction

Analysis of the tape-recorded transcripts of interviews with the 14 teachers in the study revealed the following factors which cause dissatisfaction. We have used the descriptors, "at the technical level" and "at the critical level", which Crookes (1997) uses.

At the technical level:

For the ESL teachers:
1. Lack of respect from administration
2. Lack of advancement opportunities
3. Work loads which are too heavy.
4. The separation and alienation of teachers.
5. Lack of rewards for creativity

For the EFL teachers:
1. The malfunctioning of the educational system.
a. Criteria for teacher evaluation.
b. The deterioration of the model lesson program.
2. Lack of funding for projects.
3. Lack of autonomy in teaching and in the evaluation process.
4. Teacher isolation and the resulting "deafening silence".
5. Lack of appropriate environments for teaching and overwork.
6. The over-commercialization of the textbook industry
7. Problems in the philosophy of traditional configurations.
8. Problems in teacher support:
a. teacher training
b. team teaching
c. foreign assistant teachers

At the critical level:

For both ESL and EFL teachers:
1. Lack of autonomy due to mandated curricula and tests
2. Differing socio-political beliefs.

Section 3: Discussion

While the technical level factors are very important to teachers in our study, the focus of this paper is on factors at the critical level because critical level factors have not been mentioned in previous research on teacher motivation and satisfaction. Indeed, for three of the ESL teachers interviewed and eight of the EFL teachers critical level factors were often mentioned as factors influencing both their motivation and their satisfaction with their jobs. For two of the ESL teachers sociopolitical concerns were seen as at least as important if not even more important than technical level factors. There are no survey questions on critical level factors because we had not considered such factors when we made the survey. These findings came out in the

dialogic interviews. Indeed, we feel that the value of dialogic interviews is that in such interviews factors are discovered which researchers do not think of at the beginning of the research process.

Lack of Autonomy due to Mandated Curricula and Tests

Three ESL teachers in our study described the "political nature" of the curriculum and the state-mandated tests. In his research Fleming (1998) discusses the importance of teacher agency and autonomy to the curriculum development process, but he does not discuss how lack of autonomy affects teacher motivation. In discussing the topic of teacher autonomy three ESL teachers described how they felt limits on their autonomy from government mandates were political and how this lack of autonomy affects their motivation. Two of these three teachers feel dissatisfaction and even resentment because of their department's curriculum and mandatory tests. One ESL teacher contrasts the freedom he has to teach the classes the way he wants to with the constraints of the system of testing his college uses:

"What increases my motivation and what is certainly one of your questions is the fact that, I think I've said this many times, a lot of people have said this, a one thousand percent plus of the job is that it's your class. It really is your class, right? I feel like this is my class."

On the other hand, at the end of the semester, he feels frustrated when he has to give his students standardized tests that do not contain material the students have been studying all semester. *"I think students legitimately get angry when the test at the end of the semester doesn't look like what they have been studying all semester,"* he says.

Also, both this teacher and another ESL teacher feel that these tests and also the curriculum to which they are expected to teach are not appropriate and are condescending to their students. Because both the curriculum and the tests are mandated by the state government, they feel the problem is political. The same teacher quoted above commented that the assumption behind his school's curriculum is that the students he is teaching should be trained for only low-level service jobs. He says, *"I think that's totally condescending. I don't think it's accurate about a lot of our students. I think many of them have aspirations to work in more than such low level service jobs."*

Another ESL teacher expresses the same opinion about the condescending nature of her school's curriculum guide.

"If you look in that curriculum guide, it's very survival-English oriented. I'm not putting down survival English. Some survival skills are necessary, but it's so low level,

and most teachers there are teaching a lot more than what's in the curriculum guide. And to me it's racist. It's like these little peons, they're going to be doing the worst work."

Later in our dialogue this teacher expresses the same position but in more radical voice:

"They want us to supply these capitalist dogs with cheap labor, and also it fits right in with their racism because they don't want to hire Blacks. 'We don't need them. We can just bring these peasant Vietnamese; they don't know their rights, and they don't care. Let's bring them in. They don't make any trouble. And we have an excuse now not to hire any Blacks.' So then it plays the Blacks against the immigrants."

Still another ESL teacher expressed the opinion that the curriculum is political:

"I've gone to some of those TESOL presentations where presenters stand up there and say, 'There's no reason to teach the students accuracy; that's just a political act, to stress accuracy in their expression, in their writing. I just laugh at those people. What do they want to do, train the next force of dishwashers? What are we training people to do, if you don't stress accuracy?"

A little later this teacher said, *"And now we're seeing what's happened to the state of California based on this methodology, and it's not pretty. And what it does, it further stratifies society."*

For these three teachers there is a clash between their own sociopolitical values and the curriculum, materials and tests they are forced to use for as Crookes (1997) says, "the way teachers teach is influenced by the effects of the social structures in which they are embedded, which create them, and which they in turn create" (p. 73). Auerbach (1991, 1995) and Auerbach and Burgess (1985) describe the hidden curriculum of survival ESL and competency-based ESL. Auerbach (1991) says, "Today, competency-based ESL curricula stress skills needed to function successfully in society, which generally means fulfilling employers' expectations. Recently published texts teach students how to follow orders, apologize, talk about the weather, and call in sick, but rarely teach students how to give orders, complain, file a grievance, organize a union, or get a union to defend their rights." (p. 5). The ideas of the three teachers quoted above and those of Auerbach are quite close.

Differing Sociopolitical Beliefs

Among a faculty at a big California community college like the one mentioned in this paper (which has around 400 ESL teachers) there is bound to be diversity not only in the ethnic and cultural backgrounds of its faculty but also in their socio-political and philosophical points of view. Three of the ESL teachers interviewed make reference to the political nature of teaching, a point that Auerbach (1991, and 1995),

Pennycook (1989, 1994), and Phillipson (1992) make. The fact that these teachers mention factors diminishing their satisfaction which are related to their political and philosophical points of view illustrates that it is important, as Crookes says, to consider "the social structures in which teachers are embedded." (p. 73)

These three teachers hold socio-political beliefs different from one another but all contrary to the mainstream socio-political belief system which underlies the popular methods of our profession today (Pennycook, 1989) and which inform the curriculum and testing methods of the ESL departments in their college. They therefore have frustration when they feel forced to use certain methods, curricula, and tests. Two of these teachers said that this frustration has had a negative effect on their motivation. The other said that nothing has diminished her motivation in the classroom, but she is obviously upset about a lack of focus in the field of ESL on teaching accuracy in writing.

These three teachers' opinions about the inappropriateness of current methods, curricula, and testing methods are not held by all teachers. Naturally, some teachers hold more politically mainstream points of views. There is also disagreement about these issues among the faculty, and this disagreement also leads to dissatisfaction. Therefore, what factors lead to dissatisfaction seems to depend in some part upon one's sociopolitical beliefs. For example, in contrast to the above teachers who feel constrained by a bad curriculum, another ESL teacher interviewed gave a contrary opinion:

"I don't feel restricted by the curriculum. I look at it as, for people coming in, and there are constantly new part-timers, it gives them a sense of where they are in the continuum of what the students are learning, but it doesn't restrict them. It only says, make sure the important items are covered; otherwise, there might be gaping holes in what the students can learn."

This teacher is not completely satisfied because like the other ESL teachers she expressed a lot of resentment about the lack of respect from administration and said that she has felt "*totally abused by the system*". But she does not have differing sociopolitical beliefs from those in the mainstream.

Still another ESL teacher also expressed dissatisfaction with teachers who do not want to follow the curriculum. He wrote this comment on his survey:

"Lack of program orientation on the part of fellow teachers lowers morale for me. When instructors don't consider the sequence that the students are taking but instead focus on their own "academic freedom", it does the students a disservice, demoralizing the other instructors who send students or receive students from such instructors."

This teacher's political point of view probably also coincides with the creators of his college's curriculum and of mainstream teaching materials but clashes with those of some of his colleagues.

Teacher Apathy or Teacher Passion?

We can make two comments about the dissatisfaction among the teachers in this study. First, the dissatisfaction is widespread and serious, but there are a variety of reasons why people are dissatisfied. It is not just because of low salaries, lack of advancement opportunities, and lack of respect from administration and from teachers in other departments although most teachers would agree that these factors are very important. There are also other philosophical and political issues on which teachers do not always agree, and this disagreement affects the motivation and satisfaction of some teachers. Second, it seems that there is not apathy among teachers. On the contrary, there seems to be a lot of passion; teachers argue quite vehemently about curriculum and testing issues for example. One teacher describes this passion:

"I think it's good that teachers have passion about these things. I know I thought, I'm one of the people who's always on a soapbox and it sounds like I'm just angry. But in one other way, I'm not angry. I just feel like it's just a passion about this stuff because a lot of the questions you asked about the motivational questions, because we're the ones who have to determine that. I mean, people who are in the field, so to speak."

This passion surely comes from the intrinsic motivation every teacher has when s/he enter the teaching field. But it is perhaps also related to each individual's personal, cultural, and socio-political background. Some teachers may eventually give up teaching for financial reasons or because of the stress of working in a field where there is often little overt respect and appreciation given by employers. But while they are teaching, certainly they will naturally continue to believe strongly in their cultural and personal values. We have seen this in our discussion with the teachers in this study describing their feelings about their college department's curriculum and assessment tools.

Limitations of this Study

This study has two important limitations. First, it has been difficult to write about teachers in the United States and Korea in one paper, especially since the researchers initially worked separately with different surveys in different languages. However, since many of the findings are similar, we feel that it is useful to present data and discussion of the two groups of teachers in one paper. Second, we do not assume that the participants in our research are representative of all ESL and EFL teachers, even in their own schools. In participatory research the researcher never assumes that the participants are representative of any population (Ada and Beutel, 1993). Also, in this research, we do not assume that the teachers who completed and returned the surveys are repre-

sentative of all teachers in their schools. It is highly probable that those ESL teachers responding to the survey were just more adamant about their views than those who did not respond. As we have mentioned above, we want to emphasize the aim of this research has been transferability rather than generalizability. Readers of this paper might find that some of the ideas and problems mentioned by our participants ring true for them, too. This realization might help them to understand their own circumstances more clearly. This is our aim.

Conclusion

In conclusion we agree with Pennington's (1995) call for the use of employment action plans to improve teacher motivation through serious attention to teacher development, career structure, and academic structure. Crookes (1997) also presents three examples of how to provide administrative support for teacher development such as the "Peer Assistant and Review" program (p. 71). Moreover, we agree with Crookes (1997) and others who call for researchers and administrators to use a critical perspective in looking at the issues surrounding teacher motivation and satisfaction. Crookes says, "We are unlikely to rectify the situation without an analysis that takes into account political factors" (p. 75). Not only racial and ethnic diversity but also diversity of cultural and socio-political perspective should be valued and celebrated not only in our classrooms but also in our teachers' rooms. Researchers such as Pennington (1995) have done excellent work in uncovering many of the factors that motivate teachers and also many of the factors which make teachers satisfied and dissatisfied. But as the research described in this paper shows, a critical approach is also necessary to understand why some teachers react to socio-political beliefs which underlie the curriculum and testing methods of their departments and schools and the methods popular in teaching today. And, why we need to understand that negative reactions to these sometimes interfere with their intrinsic motivation and lead to dissatisfaction.

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Professional Practice Issues

Oh Games!!, I bet they work in Language Classes!!![1]

Carlos Torrealba, Universidad Simón Bolívar, Venezuela[2]

In less than forty years, the main language teaching method has changed from requiring second and foreign language students to produce grammatically correct sentences in the target language to teaching them to communicate in that language. This is based on the rationale that the main need of the learner is to communicate, rather than to learn points of grammar (Salimbene, 1983). In this regard, Widdowson (1978) differentiates between language usage and language use, the former being "the citation of words and sentences as manifestations of a language system" and the latter as "the way the system is realized for normal communicative purposes" (p. 18). We teachers then, try to bring to the classroom activities or sets of activities that can make our students "use" the target language in class in a way that can be as realistic and motivating as possible. Games could be powerful activities in class, especially if the teacher is convinced of and exploits all their teaching value.

We all hear about games and remember the good times most of us shared in the playground with our friends. As adults, many of us enjoy games such as playing cards, baseball, soccer, football and so on. In spite of this, playing tends to be ruled out of many classrooms because some educators consider that class activities should be "serious" and any time devoted to playing is not regarded as worthwhile. Learning through games has proven to be spontaneous and natural, so why not take advantage of this tool to help our students develop their skills on the language they are learning. The

1 This is a refereed article.

2 The author can be reached at the Depto. de Idiomas, Universidad de Simón Bolívar, Venezuela. E-mail: ctorre@usb.ve

objective of this article is to make professors aware that games are useful, motivating and interesting activities for their job, the teaching of English as a Second Language (ESL) or English as a Foreign Language (EFL), because they can enhance the communicative language competence in the formal classroom setting. It is also the purpose of this article to give some guidelines for using games in the ESL/EFL classroom and present some activities that have been successful in the author's language classes.

Functions of Games in ESL/EFL Class

Games can be defined as a form of play. A more elaborate definition tells us that games are recreational practices subject to certain rules. Brown (1990) conceives a game as "a tool as well as a fundamental element of popular culture, a serious and valuable instrument in the work of educators" (p. 198). The definition, however, most appropriate for the language learning classroom is: games are activities composed of a set of rules that describe procedures which stipulate specific outcomes for a group of players who act individually or cooperatively to attain the goal or objective.

Games can be used to attain different goals in the language class. Reimel (1995) states that "the three fundamental objectives of using games as a teaching tool are to allow for the integration of theory and praxis, to permit monitoring and controlling difficulty and complexity levels, and to encourage participation" (p. 112). Games could make a class very enjoyable (Keith, 1988; Poljarevic, 1992; Reimel, 1995), encourage many learners to sustain their interest and work as well as serve to create contexts in which the language is useful and meaningful (Wright, et al, 1983). These authors also consider that games should be central to the teacher's work as they can provide intense and meaningful practice of language. They can be used to practice the four skills of language learning: listening, speaking, reading and writing; and they are especially useful for developing communicative objectives such as encouraging, criticizing and explaining in class (Wright, et al, 1983). In this regard, games provide students with opportunities for active participation in classroom conversation (Alrabaa 1991).

Besides those advantages in the language learning process, students gain in other aspects when games are used as part of teaching. Wukasch (1990) maintains that using games is an efficient way to improve pacing in the class. Students can relate to others more effectively, be trained in creative freedom as they feel less embarrassed or afraid and become more self-confident (Poljarevic, 1992). Games can bring students and facilitators closer, which will eventually help to lower the stress and anxiety that prevent some students from acquiring the language (Poljarevic, 1992). In this regard, the tension level is lowered as students feel themselves to be in a relaxed atmosphere which motivates them to interact with their peers (Paz, 1992). Thus, students can have a stimulating environment where they can acquire the language without even realizing it, a class that immerses them in a non-threatening atmosphere in which they give less

emphasis to the technical aspects of the language they are learning and more to communicating with their peers. (Poljarevic, 1992; Larcabal, 1992).

Gagne (as cited by Su Kim, 1995), lists seven distinct functions of humor in the class: to motivate, direct attention to specific points, stimulate recall, provide learning guidance, enhance retention, promote transfer of learning, elicit performance and provide feedback. One big advantage is that, if nothing else, a game helps the teacher keep the students interested (Brown, 1990). In this sense, the material presented and practiced through the use of games becomes relevant and memorable. Another advantage of games is that all students can participate simultaneously, increasing their in-class speaking time while interacting more with their partners as compared to traditional teacher-fronted classes.

There is a key point the author has noticed in workshops on games to language teachers. Many educators comment that no matter what they do, games do not work in their classes. The author feels that the educator has to be convinced about the validity of games in the classroom. They do function in language classes, especially if one believes that they will be successful. In this regard, Wright, et al (1983) maintain that the teacher's belief in the usefulness and appropriateness of a game affects the learner's response. Teachers should be made aware that if they do not see the value of a given game or games, they should not use them. To use games, the teacher has to train the class (not necessarily in an explicit way) after training him or herself slowly to carry them out. It is recommended that the teacher starts with very simple games and once they work well, continue learning and using more complicated ones.

Student age, and interests and games in Language Classes

Some ESL/FLS teachers may wonder about the suitability of games to their students' needs and interests. One of the primary concerns may be the age of the students. It has been observed that "enjoyment of games does not depend on age" (Wright et al, 1983). The author has experienced the use of games at different ages as well as with different educational levels ranging from kindergarten to university graduates; games in courses designed for children taking special summer (vacation) courses, where fun must be the key element, as well as in courses aimed at CEOs (chief executive officers) and engineers from the Venezuelan Oil Companies who need the foreign language (English) to advance professionally. Participants in these courses have reported that classes where games were included were more dynamic, more fun and time seemed to pass faster than those conducted in traditional formats.

Time for games in Class

Some educators wonder when to introduce a game during a class session. Experience has taught researchers that the use of games need not be restricted to a specific

moment during a language class, nor should they be of "use solely on wet days and at the end of the term" (Wright et al, 1983 p. 1). A game can be used before, during and after a class. Before a class, for instance, they can be used to inform learners of the lesson objectives. At the beginning of the class, they can serve as a warm up or review activity. During class they can be used to change from one topic to another, provide practice, evaluate performance, or to teach new topics. At the end of the class, they can help summarize the content or wrap up the whole class session. After the class, they can serve as follow-up activities. It is important to remark, however, that teachers should not use games in class just as "time-killers". They should always have a well-defined purpose. What follows are some guidelines teachers should consider when carrying out games in language classes.

Guidelines to use games in the Language Class

There are some basic requirements to take into consideration in order to carry out games in the language classroom. The following instructions are not specific to one game; they can fit a broad number of them depending on their specific characteristics. As was already mentioned, games should be designed or selected based on the class objectives, language proficiency and student interests. The first two aspects are related to the level of proficiency the student has in the target language. Spelling games, for example, may work well with beginners, but they might not be as effective with more advanced learners. The age and interests of the learners should also be considered. Young children may enjoy a game that requires physical touching among participants or the use of an object such as a ball, features which may be considered rude in a game for CEOs. Another aspect to consider when preparing to use games in the language class is the fact that, whatever the game selected, it must require the use of the language being learned and the teacher must encourage students in all possible ways to do so. Some suggestions on this aspect may be to assign some points for the teams using the second language, tell students that they might lose their group's turn if anybody in a given group uses any other language, assign language referees either independent or, even from opposite teams. Games that call for oral interaction should always be at hand in a communicative class.

Consequently Wright, et al (1983) state that a game will be considered important by a group of students as long as the content and language used are relevant. Therefore, the professor should select games and other communicative activities considering the language points already taught. Another basic requirement is that games must be planned to insure everybody's participation. While planning, the teacher must decide what kind of interaction, e.g. pairs, small groups, two, three, or four big groups or the whole class, is needed in order to make sure all students take part in the activity and so, maximize speaking time.

Class grouping is an aspect that should be paid attention to. The teacher should have different students form different playing groups along the course. In other words, it is not good to have the "A" or the "Lions" group made up of the same learners throughout the whole term. If this is the case, the class can end up with "real battles" and the motivating effect of the activities will not be maintained. This, in fact, could be frustrating if one of the teams loses continuously. To avoid that, participants can be randomly assigned to playing/working teams. They should be informed at the beginning of the course that they will be assigned to different groups during the term. For one class, for instance, they can be assigned to groups according to their shoe color, the amount of coins or very small change they have at the moment, their Student Body Card Number, their preferred sports, hobbies or the first letter of their names. If the teacher is creative, the selection of players can also be part of the game and bring fun to the participants. Another way for attaining this is to ask the playing groups to think about creative ways to divide the class or make groups the next occasion they play. Another good and more systematic way to arrange groups can be based on previous performance tests or other kinds of class evaluations. The teacher may, without informing the class, assign one high achiever, one low achiever and one or two average achievers to each of the groups to form heterogeneous teams (Kagan, 1985). In this way, each team should not have any academic advantage over the others.

Classroom organization is also key when planning to use games in class. The classroom setup can affect all games to be used and the teacher should make sure he or she lists beforehand all the changes necessary to carry out the game without inconveniences. Some questions that may therefore guide the teacher are: Does the game require students to work in pairs, trios or small groups? Will students move or circulate in the classroom? Will students have to change arrangement, for instance from pairs to trios, during the game? An example of the influence of seating arrangement on the games to be used can be observed in Venezuelan classrooms, where especially at the elementary and high school levels, student desks are organized in rows, in some cases even fixed to the floor. Games in which students have to interact in groups of four or five students inside the classroom are difficult to be carried out in a case like this, and participants should work only in pairs or trios. Probably another solution could be to take the whole class out to the yard for 4 to 5 member group activities.

The teacher should bear in mind that games in class must have an educational value as well as be fun for the participants. Laughing fosters communication within any size of groups. However, especially when competitive games are used with young learners, it should be emphasized that winning should not become a matter of life or death (Brown, 1990; Johnson and Johnson, 1994). If an activity implies competition, students should be taught that losing is not that bad if they are enjoying the game.

Another piece of advice is to vary the games as much as possible. In fact, the author believes that it adds motivation when the students do not know what they will play next. In other words, it would be wise not to repeat games too often even if they have been extremely successful. Students should never become fans of just one game because they might lose motivation. Variety is the spice of life, and education as well.

One concern observed in some professors is how to keep noise levels low. There are various ways this and other aspects that may arise may be dealt with. For example, teachers may tell the whole class that when they (the teachers) raise their hands, it means everybody should speak a little lower. Another idea for the same situation may be to appoint a noise controller in each of the working groups. Whenever roles are assigned to students, it is necessary to rotate them. So, in each class there can be different Secretaries, Game Leaders, TimeKeepers, Observers or others.

To reinforce a non-threatening environment, teachers should be aware of the way they deal with student's mistakes while playing games. Mistakes should not be corrected while games are in progress as that may hinder free production in some students. The teacher has to be patient, especially with slow learners, motivating them as frequently as possible. If corrections need to be made, it is recommended to set aside some time after the activity has finished. The teacher can then draw students' attention to those linguistic aspects not handled correctly. In any case, it would be advisable to avoid putting one student on the spot. Instead, this "correction time " could be directed to the whole class.

Directing games in class

What follows is a set of general rules for teachers for the use of games in class. Some of these rules may not apply to all games, so the teacher has to study the activity and decide what to do.

Before a game: Professors should make sure the language items needed for the game are already known to the students. It is useful to write on the board or have copies of a list of the expressions or words that have been studied and will be used in the game (Poljarevic, 1992). Some games require preparing some written material beforehand. Teachers should do this comfortably in advance. If such materials already exist, they should be checked and counted to see if there is enough for the whole class. If a VHS, radio, cassette or compact disk player is needed, the device must be placed where all students can listen and/or see it as clearly as possible. The teacher should carefully study the game rules in advance and become familiar with all the steps to be taken. Sometimes, it may be useful to take notes on the game and even read (not only tell) the instructions to the class to make sure every step is considered. The next step should be to assign students to groups. Once students are arranged into groups, they

can be asked to think about names for their teams, so instead of having groups 1 and 2, you may end up with the Lions against the Tigers or Zebras. The game objective as well as its rules should be clearly stated. One student could be asked to restate these instructions to the whole class; or one person can do so in each small group to make sure everybody understands them. After this, the game can be modeled for the whole class by the professor and one student or the professor and a small group. Once this has been done, students are asked to arrange the desks according to the needs of the game. Finally and very importantly, the teacher should make sure all participants know how long the game will take and if possible have one or several timekeepers among the learners so that this rule is respected. Once these preparations have been done, teachers should pay attention to the next set of steps to be carried out during the game.

During the game: Professors should circulate the classroom providing assistance and making sure the rules were very clearly understood. To attain this, you can ask students to retell the rules among themselves or to review the objective and steps of the game. It should also be observed that all students participate in the game. In cases where some do not take part, another task could be assigned to them. These students could help the teacher hand in material, help groups, or keep time or scores; they can also serve as noise monitors or referees. Professors should always be available to answer questions and should show interest throughout the whole activity. They should, however, not interfere. When a game involving small groups or pairs is underway, the teacher should always have something ready for those who finish first.

After the game: Congratulate all participants. The winners could receive some kind of award although the fact that winning is not everything should be reinforced. This is the time to reflect with the students what they learned or practiced during the game. If desired, students can be asked to suggest improvements in the game. At the end, especially at elementary and high school levels, ask students to return the desks to the everyday classroom setup.

Tables I and II summarize the guidelines presented here. Those tables can serve as vehicles to guide teachers in the use of games in second or foreign language classes. Table I can be used to keep a record of the games that fit your language objectives. Table II, on the other hand, contains a general checklist that the teacher may follow to direct games in class.

Table I
Language class game features.

Name of game: _____ Time: _____
Number of steps to carry out: _____
Game objectives: _____
_____
Language objectives: _____
_____
Emphasis on: Speaking ____ Listening ____ Reading ____ Writing ____
Students: _____
Number: _____ Level: _____ Age: ____
Special interests: _____
Classroom set up: _____

Function	Type of game and Interaction	Materials	Equipment
·Warm up	Individual	Slides	Overhead Projector
·Teach	Pairs	Worksheets	Board
·Review	Group	Reading selections	Radio
·Provide feedback	Cooperative	Cards	VCR
·Provide practice	Competitive	Dices	TV

· Evaluate performance
· Summarize
· Wrap up
· Follow up

Others: _____ Others: _____
Others: _____ Others: _____

Table II
Checklist for teachers to use games in the language class.

BEFORE	DURING	AFTER
OUTSIDE CLASS: Select games according to objectives. Study the game and its rules. Check, select or make materials. Count materials. Decide grouping. IN CLASS: Present vocabulary or expressions them.as review. State objectives of games. Give clear instructions. State steps. State time. Present control signals (noise, movement or others). Assign students to groups. Assign roles. Ask students to think of group names. Present "Playing teams". Set up classroom. Ask students to arrange desks to "Playing" mode. Provide materials.	Have students retell rules. Hand in instruction sheets. Motivate constantly. Make sure the second language is used Circulate to help in case of doubts Check pace (not too slow not too fast). Make sure each step is carried out on time. Take notes on mistakes. Control sequence. Give instructions for transitions from one step to another. Stimulate every body's participation. If one does not play, get him/her to help. Do not interfere.	Congratulate all participants Give awards/prizes Give feed back. Coordinate follow-up discussion. Reflect on aspects learned or Practiced Ask for changes to the game Present mistakes, correct Rearrange desks... Congratulate again

Some successful games

Now a list of successful games that the author has used will be presented. These games have been collected from different sources: from other colleagues, in conferences and from books. There is no intention to claim originality, the objective is to share some ideas that could let students practice what they have learned in a fun way, and at the same time liven up a class

The Neighbor
Objetive: To get to know each other. To practice past tense or past participle.
Skills: Speaking
Time: 10 to 12 Minutes.
Level: Intermediate/Advanced
Grouping: Pairs.
Materials: No material is needed

Tell the class: "You are walking on a street (or travelling by train or bus) in a foreign country. Suddenly, you find out that the person who is walking (or sitting) next to you is the person that used to be your neighbor and best friend ten years ago. You have not seen each other all these years! How many things you have to tell each other! Find out as much as possible from him/her.

Story telling
Objetive: To tell and listen to stories.
Skills: Speaking/Listening
Time: 30 to 40 minutes.
Level: Intermediate/Advanced
Grouping: Pairs.
Materials: Cards with short and interesting stories. (Reader's Digest is a good source of short anecdotes.)

Cards with short and interesting stories are given to the students. They are told to read them silently. Afterwards, the teacher collects them. Students are not supposed to memorize the stories, but should remember the most important parts. In pairs, they relate the stories to each other the stories and, if desired, some can share with the whole class at the end.

It is interesting to discuss what is important in telling a story before doing this activity. You may suggest that students consider the story they are going to tell as if it were a personal one.

Story telling using cartoons
Objetive: To tell/listen to students. Role-playing.
Skills: Speaking
Time: 15 - 25 minutes
Level: Any
Grouping: Small (three to four).
Materials: Cartoon strips (with or without captions).

Students organize the cartoons and each participant tells part of the story. They can take roles and tell the story from their point of view. They can represent all characters and create a dialogue.

Tell me about your picture
Objetive: To practice vocabulary and conversation.
Skills: Speaking.
Time: 30 minutes.
Level: All levels.
Grouping: Small group. (Three to four)
Materials: A collection of portrait photographs. It is advisable to avoid pictures of well-known people.

1.- Each group is given a picture which they should study for four or five minutes. Then the students decide how old the subjects are, what professions might be, whether they are married, what they like to doing, what they are doing at the moment and what kind of person they are internally.

2.- One person in each group takes notes.

3.- When one or two interpretations have been agreed upon, the group exchanges its picture with another group. After five minutes, two groups meet to discuss their different impressions. Finally, the new combined group exchanges points of view with the other groups. (García, J. Et al, 1992).

Scrambled Conversation
Objetive: To get students to focus on exchange structure. (Connection between different parts of a conversation)
Skills: Reading, listening and speaking.
Time: 15 to 20 minutes.
Level: Beginning, intermediate and advanced.
Grouping: Pairs.
Materials: Index cards with one part of a dialogue (you need as many cards as students you have).
Examples:
Exchange one: A: Dinner's ready. (Inviting/Happy)
B: Coming! (Willingly)

Exchange two: A: How about going to the pub? (Inquisitive)
B: Are you crazy? I have to study (Angry/Busy)

Each part of the exchange is written on an index card for each student in the class. He/she receives a card and memorizes it. Then the teacher collects the index cards. After that, students have to find anyone who has the other part of the exchange.

Students are supposed to speak to everybody in the class, that is, to circulate saying the line or exchange out loud. Once a student has found his/her partner, there are three choices: to create

(a) to create the conversation that comes right after their lines.
(b) to create the preceding dialogue.
(c) to create a complete dialogue in which the two sentences they already have are embedded.

Volunteers perform to the whole class.

(Nolasco, R. and L. Arthur. 1987)

Making a conversation
Objetive: To make conversation in a creative way.
Skills: Speaking and writing.
Time: 20 to 30 minutes.
Level: Intermediate and advanced.
Grouping: Small groups (Three to five)
Materials: Sheets of paper provided by the students.

Each student writes a sentence on a piece of paper. Collect the papers and redistribute them to the class so that no student gets his or her own paper. Divide the class into groups of three to five students. Allow five to ten minutes for groups to meet and discuss or practice a scene. The scene can be about anything, but it must include the sentences written on the pieces of paper. Finally, the class assembles and each group improvises its scene. Each team can write sentences for the other team to perform. The content of sentences should have no restrictions and can be seen as a challenge from one team to another.

The written sentences should be embedded in the scene and sound as natural as possible. The students must work creatively to find ways to incorporate three or more seemingly unrelated sentences into one coherent conversation. Each participant should respond to the conversation and actions of the others. That is, a scene should not consist of three or more separate pieces of conversation, but an integrated whole. Encourage students to add anything that they wish to develop their themes. Emphasize the different strategies the actors employ to make transitions from one topic to another. (Smith, S. M., 1984).

Lets sing
Objetive: To identify the theme of a song.
Act out role-playing according to theme of a song.
Skills: Listening, reading and speaking.
Time: 15 to 20 minutes.
Level: Beginning, intermediate and advanced.
Grouping: Small groups (Four to five).

Materials: Tape recorder, a song, lyrics of the song cut in strips. (One envelope per group with scrambled sentences). Instructions for role - playing on index cards or sheets of paper.

Examples:

Role play card 1: Interview the author of this song to find out what motivated him to write it.

Role play card 2: Role-play the conversation between Tommy and Becky after the assault.

Procedure: In groups, the participants should organize the lyrics of the song while they listen to it. Then, briefly, check pronunciation and vocabulary (try not to spend too much time on this). Have students identify the theme of the song. Give them instructions for role-playing and allow ten minutes to organize their ideas (e.g. what to say, characters, the most appropriate tone to be used, etc.). Have students dramatize in front of the class.

If I were you

Objetive: To talk about speculations and to express consequences.
Skills: Speaking.
Time: 20 minutes.
Level: Intermediate and advanced.
Grouping: Whole class.
Materials: None.

1.- In this game, one member of the group is sent out of the classroom while the others decide on a profession which that person is to assume. When the person comes back, the others must make subtle remarks hinting at behavior appropriate to the profession, such as:

"If I were you, I would give up smoking."

"If I were you, I would jump rope everyday."

A few of these suggestions should be prepared while the person is still outside. Don't let the class choose a profession for which nobody can think of anything to say. It is also important to avoid the obvious examples such as "If I were you, I would serve meals in a restaurant all day".

2.- Call back the person who was sent out. This student now has to find out what his or her assumed profession is. The person querries others, e. G. "If you were me, would you...? "to discover the profession in question.

3.- If the group gets stuck, try helping by slipping them pieces of paper with ideas on them. The person can be sent out again to re-prime the group if things bog down. Another choice is to have the student turn his or her back while you mime relevant cues. (A waiter carrying a tray or writing down an order, e.g.) (Butcher, I . 1985)

Lemons
Objetive: To describe objects.
Skills: Speaking.
Time: 10 to 15 minutes.
Level: Beginning, intermediate and advanced.
Grouping: Pairs.
Materials: Objects of different shapes.

The class is divided into pairs, and each student is given an object. They sit back to back so they can not see each other's object. Each student should describe his or her object for at least five minutes.

The teacher can help by giving students expressions such as:
"It looks like...."
"It smells like...."
(Brims, J. 1980)

The name Icebreaker
Objetive: To describe an unknown person, to listen to others' descriptions.
Skills: Speaking and listening.
Time: 15 minutes.
Level: Intermediate to advanced.
Grouping: Whole class and individual performance.
Materials: Slips of paper, pencil/pen.
Procedure:
a.- Before class: Secure one blank slip of paper for each student in a new class in which the participants do not know each other at all.
b.- In class:
1.- Distribute one slip of paper to each member of the class. Ask the students to write their full names on their slips of paper. The names should be written clearly so they are easy to read.
2.- When the students are ready, collect the slips of paper and shuffle them. Then redistribute the slips at random., but make sure that students don not have their own name.
3.- Every student now has a slip of paper with a "strange name" on it. Tell the class that the task is to imagine where the strange name comes from. They should then go on to write down whatever additional details they like. Tell them to be as imaginative as they can. They could give a physical description of the "strange name", or information relating to that person's work, hobbies, family, age, background, and experience. Tell them they have five minutes for this step.

4.- When they are finished, ask one student to tell the group the name written on his/her slip of paper. The person whose name it is should not identify himself/herself. The first student should now read out the imaginative profile that has been written. After he/she finishes reading, the participant whose name was on the slip should identify himself/herself, and correct and supplement the given "information."

5.- Continue around the group until everyone has had a turn.

Photoprojection

Objetive: To describe imaginary situations, to listen to classmates' descriptions.

Skills: Speaking and listening.

Time: 20 minutes.

Level: Intermediate to advanced.

Grouping: Groups from 5 to 6 participants.

Materials: Flashcards with pictures taken from magazines or newspapers. They could also be authentic photos.

a.- Before class: The teacher should select some pictures with people in different places or situations, expressing different emotions. Each group should have one picture.

Suggestions: select a picture showing an incongruent or funny situation in order to stimulate the students to create humorous situations. You can also select pictures showing ambiguous situations, so participants to let participants let their imaginations fly.

b.- In class

1.- Divide class into groups

2.- Give one picture to each group. They should look carefully at it and discuss its features.

3.- Tell students to imagine what happened before the picture was taken, what is happening at the moment, and what is going to happen next. Plan at least 15 minutes to do this.

4.- Ask a participant from each group to show their picture to the complete class and share what they imagined stemming from their pictures. Be sure all groups show their photo and tell their stories.

Conclusion

Using games in foreign or second language classes is an experience appears realistic and motivating to the student. The teacher can use this tool that not only makes students use the target language, but can also bring fun which, in turn, can lower the tension many language students bring to or experience in the language classroom.

To succeed, the educator must not only guide games in class, but he or she has to be aware that his or her own conviction of the use of games is important to see them work. To attain this, the educator has to base the use of these activities on educational objectives. How a game is carried out is equally important. The teacher should lead games in class in a step-by-step manner, getting to know the activities as completely as possible before actually using them in class. The author believes this is the most important point to have your students value games as a teaching tool.

Language teachers should learn as much as possible about games for the language situation by collecting and creating them. Of course, they should never forget to enjoy them along with their students. Games certainly have an unlimited capacity to enrich classroom experience for every body.

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Hosting A MEXTESOL Regional Convention
A Recipe for Success

By Kristine Karsteadt. Universidad del Valle de México,
Campus San Miguel Allende.[1]

Local chapters plan and execute MEXTESOL Regional Conventions on a yearly basis. These events can provide a golden opportunity for EFL teachers to improve their practical skills and theoretical knowledge without the expense and inconvenience of having to travel long distances. But only if there is more forethought on the part of the planners than hindsight. Hosting a successful convention requires a great deal of coordination and hard work. Because there are endless details to remember and tasks to perform, both before and during the full or half-day program, it is essential for those in charge to have a solid plan of action in place from the outset. Below is a step-by-step approach to organizing one of these affairs. It can easily be modified according to individual needs and circumstances. By faithfully following these directions you can ensure that your event won't turn out "half-baked".

Recipe for: A Successful Regional Convention

Ingredients:

1) A committee composed of at least four responsible, reliable and enthusiastic members

2) A suitable location, preferably a school setting where classrooms and audio-visual equipment will be readily available

3) A bank account with sufficient funds to cover expenses

4) A well-chosen date in terms of the time of year (for example — weather conditions, holidays, etc.) and the time of month (best after a pay period)

Preparations:

The organizers should allow themselves plenty of time for planning so that things

1 Kristine Karsteadt can be reached in the English Department of the Universidad del Valle de México, Campus San Miguel de Allende. Fax: (4) 152-7191 E-mail: karpaul@net.mx

can move along steadily and smoothly with an increase of activity as the event nears. An approximate time-line of activities for committee members is suggested here:

Two Months Ahead:

1) Determine the hour-by-hour schedule for the event including food plans — a half-day convention will require coffee breaks and a full day will require coffee breaks and lunch for the participants

2) Design a flyer for publicity purposes which includes the theme, pertinent information such as the date, location, schedule, prices, bank deposit number, phone numbers of contact people and the MEXTESOL logo

3) Draft a letter of invitation with essentially the same information as the flyer

4) Draft a proposal form for speakers which includes speaker's topic, biodata, along with choices for type of session, topic area, area of interest, preferred audience size, and audiovisual equipment required

5) Fax these three items to whatever schools, book companies, and other MEXTESOL chapters or members that you wish to invite

6) Compile a list of schools in the area where you plan to deliver flyers and proposal forms

7) Collect estimates from catering services if luncheon is planned

Six Weeks Ahead:

At this point the committee members may want to begin meeting once a week.

1) Deliver flyers and proposal forms to schools

2) Contact book publishers by phone to confirm their participation

3) Request bags, pens and pads from one of the attending book publishers

4) Request blocks of receipts and any other necessary forms from National MEXTESOL Office

5) Choose catering service and decide on lunch menu

Starting One Month Ahead:

Meetings may need to be scheduled twice a week during this month

1) Design diplomas for participants and speakers

2) Begin work on program — for example: introductory pages such as title page, list of current chapter officers and national executive committee, and acknowledgment page can be completed early

3) Officially request necessary rooms and A/V equipment at the chosen facility

4) Compile "tourist information" for your area — list of hotels, restaurants, etc.

5) Determine who will give Opening and Closing Ceremony speeches and confirm with them

Two Weeks Ahead:

1) Confirm with speakers who have sent proposals

2) Finalize program as much as possible with confirmed speakers' talks and bio-data

3) Confirm with catering service

4) Make arrangements to rent necessary supplies for coffee breaks — coffee pot, table, etc.

5) Compose and deliver a description of the event including a sample of the program to the local newspapers

One Week Ahead:

1) Finish program — reduce it, copy it, assemble it, staple it (number of copies will vary based on estimated attendance)

2) Make signs for registration table, classrooms, notice boards, etc.

3) Make list of what A/V equipment will be needed in each classroom and make sure there will be extension cords available

4) Purchase name tags for participants

5) Choose an "event photographer"

6) Make final arrangements with catering service

7) Purchase refreshment supplies for coffee breaks

8) Make copies of diplomas based on estimated attendance

9) Finalize plans for who will do what on convention day — set-up, registration table, refreshment table, lunch, diplomas, time-keeping, etc.

10) Recruit other members or students to help out for last minute activities before and during the convention. Assigned students can act as hosts or hostesses on the actual day

11) Notify members of the media at local radio and T.V. stations

Day Before:

1) Stuff bags including programs, pads, pens, tourist information, book company publicity, etc.

2) Set up necessary tables, chairs, tarps, etc, if feasible

3) Contact National MEXTESOL Office to determine which book companies have paid their fees to participate

4) Fill a box for the registration table with essential items such as the MEXTESOL receipts, calculator, tape, stapler, pens, markers, paper clips, etc.

On Convention Day:

1) Allow at least one hour before the event for final preparations — for example: to set-up tables, put up signs, put A/V equipment, flip charts, chalk, markers, erasers in

classrooms, instruct students in host/hostess duties, etc.

2) Write out receipts at the registration table for all participants including those who deposited their fees in the bank

3) Type in names on diplomas and have them signed by the chapter president before the closing ceremony

4) Ask the book publishers to donate books for a book raffle to be held during the closing ceremony

5) Do whatever clean-up is necessary once event is over

Result:

One MEXTESOL Regional Convention that is "done to a turn".

Book Reviews

Welcome! English for the Travel and Tourism Industry

Leo Jones, (1988). Cambridge University Press.

Reseña escrita por Saul Santos García. Universidad Autónoma de Nayarit.

Welcome! Es precisamente lo que dice ser: una invitación para aquel que necesita mejorar su inglés para desenvolverse en diferentes contextos de la industria turística. Con *Welcome!* el estudiante no solamente podrá estudiar el idioma inglés, el libro esta diseñado de tal manera que a través de sus lecciones el estudiante tendrá la oportunidad de aprender acerca de la industria turística.

Welcome! esta dividido en 10 módulos y cada uno contiene 4 ó 5 lecciones. Cada módulo esta diseñado alrededor de temas específicos inherentes a la industria turística y el contenido específico de cada módulo esta determinado justamente por el tema en específico. Por ejemplo, el módulo cuatro se refiere a *alimentos y bebidas*. En este módulo el alumno aprende a desenvolverse en un restaurante: a tomar una orden, a describir un platillo, a dar la bienvenida y despedir a un cliente, etc. Los temas que contiene el libro son los siguientes: Diferentes tipos de personas, viajes internacionales, llamadas telefónicas, alimentos y bebidas, cartas y faxes, hospedaje, dinero, recorridos turísticos, problemas, y atractivos y actividades.

La organización del libro en módulos o temas específicos es importante por dos aspectos fundamentales: en primer lugar se da mayor importancia a la función comunicativa del idioma y los aspectos gramaticales son simplemente un instrumento; es decir, el alumno aprende a hacer cosas con el idioma y no solamente aprende acerca del idioma. En segundo lugar, puesto que el contenido esta determinado por temas alrededor de la industria turística, todo lo que el alumno aprende es relevante para su

desarrollo profesional. Esto último permite que el alumno se involucre mas en su proceso de enseñanza aprendizaje, sobre todo si éste ya se encuentra trabajando en la industria turística.

Otro aspecto que hacen de *Welcome!* un libro recomendable es que las actividades están organizadas de manera integral con respecto a las cuatro habilidades del idioma y presenta un balance apropiado entre actividades meramente pedagógicas (e.i. aquellas actividades diseñadas para practicar un aspecto gramatical, pero que no reflejan lo que hacemos fuera del salón) y actividades auténticas (e.i. aquellas diseñadas para desarrollar competencia comunicativa y que reflejan cosas que hacemos fuera del salón). El siguiente es un ejemplo de una actividad auténtica tomado de *Welcome!*:

The Perfect Hotel

Work in groups:
1.- Imagine that you are designing your own new three-star hotel, with all the facilities you think it should have.
2.- Draw a plan of the hotel, showing where the public facilities will be lo cated. Then draw a plan for a guest room, showing how it will be designed.
3.- Prepare a presentation of your ideas, wich you will give to the rest of the class.

Como se puede apreciar, esta actividad no solamente implica que los estudiantes practiquen el idioma a través de distintas habilidades (expresión oral y comprensión auditiva principalmente), sino que requiere que utilicen el idioma para resolver un problema. Este ejercicio los obliga a tomar la palabra para expresar una idea, a negociar sus ideas, a discutir, detallar y a presentar de manera mas formal un producto.

Un aspecto que pudiera representar una desventaja o limitante de *Welcome!* es que asume cierto manejo del idioma inglés por parte del estudiante, por lo que sería muy difícil utilizarlo con alumnos principiantes. *Welcome!* esta mas bien pensado para alumnos de un nivel intermedio, aunque no necesariamente que tengan experiencia laboral en el área turística.

Considero que las características descritas anteriormente hacen de *Welcome!* un libro ampliamente recomendable para personas que necesitan desarrollar competencia para utilizar el inglés en la industria turística. Y estoy seguro de que tanto el profesor como los estudiantes disfrutarán trabajar con este libro de texto.

A Crazy Look at the Oxford English Dictionary

Simon Winchester. The Professor and the Madman. (1998). Harper Collins. 242 pp.

Diane Diamond, language education consultant

At twenty volumes, the current Oxford English Dictionary (OED) is the biggest, most thorough study of English ever published, and the original twelve "tombstone-size" volumes took over 70 years to complete. Making pronouncements on the origins and meanings of hundreds of thousands of words was no simple task, and author Simon Winchester delves into the complicated politics and logistics that made this gargantuan process successful. Along with details about the formation of the dictionary, The Professor and the Madman tells the unlikely story of Dr. James Murray, the editor of the first edition of the OED, and his connection with his prolific contributor, Dr. W.C. Minor, graduate of the Yale Medical School. Dr. Minor was born on the island of Ceylon to American missionaries, and three years later Murray was born in the British Isles, but both men grew up with a love of languages and learning. W. C. Minor is referred to as "the Madman" in the title of the book because he spent over half his life in an asylum for the criminally insane.

The purchase of this book, published by Harper Collins and retailing at $22, may not produce any direct lesson plan ideas for the teacher of ESOL, but it will offer fascinating background information into the creation of the world's first complete dictionary of the English language. According to Winchester, when Shakespeare was writing his comedies, tragedies, and sonnets, there was not a complete dictionary of English. The closest thing was a compendium of "hard words" or highbrow books like the Art of Rhetorique. Only a small amount of vocabulary was represented, and this was usually in the form of rare, obsolete, or pretentious words.

The Professor and the Madman chronicles changes in types of dictionary over the centuries. After Shakespeare's time, the next attempts at compiling English dictionaries did not show the historical and cultural development of the language, as does the OED, but they did try to be fairly comprehensive. When Samuel Johnson was compiling his dictionary, there was much discussion over whether a dictionary should be a

fixed, prescriptive guide or a mutable reference which would reflect the flow and change of language as it was actually used. Johnson's final product encompassed the English lexicon as it had been used over 150 years of English writing, and it was published in two volumes, appearing on April 15, 1755.

In The Professor and the Madman, the reader learns the mind-boggling details involved in publishing a complete dictionary. Volunteer readers would need to supply quotations for each word, and each quotation had to be systematically filed and stored. Each day over 1000 definition slips would arrive, and eventually a building called the Scriptorium was built to house them. Agreements had to be struck with the publisher regarding the size and publication date of each volume.

Hopscotched through the book on the historical development of the OED are chapters unfolding the curious story how Dr. Minor went from being a Civil War surgeon to a convicted murderer. Readers who enjoy a gripping murder mystery will be fascinated with this true tale which played out in Victorian England. Before reading the book, I had guessed that Dr. Minor had been convicted of a crime of jealousy and passion, but the truth is far more bizarre. Ironically, had Minor not been confined for a lifetime to the Broadmoor Special Hospital, he would not have been in a situation to connect with the editor of the OED. Fortunately, the director of the hospital had the compassion and insight to allow Dr. minor the resources to concentrate on his lofty philological research. The doctor was able to have access to books and could fashion a cozy library space. Perhaps he was even able to ignore the barred windows. Coincidentally, the way he was able to procure some of his books had its strangeness, too.

Each of the eleven chapters begins with a mood-setting definition from the OED. For example, only after reading The Professor and the Madman, did I realize that the word 'bedlam' comes from 'bethlem,' which springs from the Hospital of St. Mary of Bethlehem, referred to in 1402 as "a hospital for lunatics." Further punctuating this thin book are Victorian-style etchings. One gets the feeling that Simon Winchester has a love of words, books, and publishing similar to the subjects of his writing. Some ESOL teachers may hesitate to pay full price for a hard bound book which will not be a part of their lesson planning, but I was able to find a perfect used edition for only half price. Later I chanced upon library volunteers who were featuring the book among their monthly recommendations. It appears there will be opportunities to read The Professor and the Madman even if forking out the retail price is not an option.

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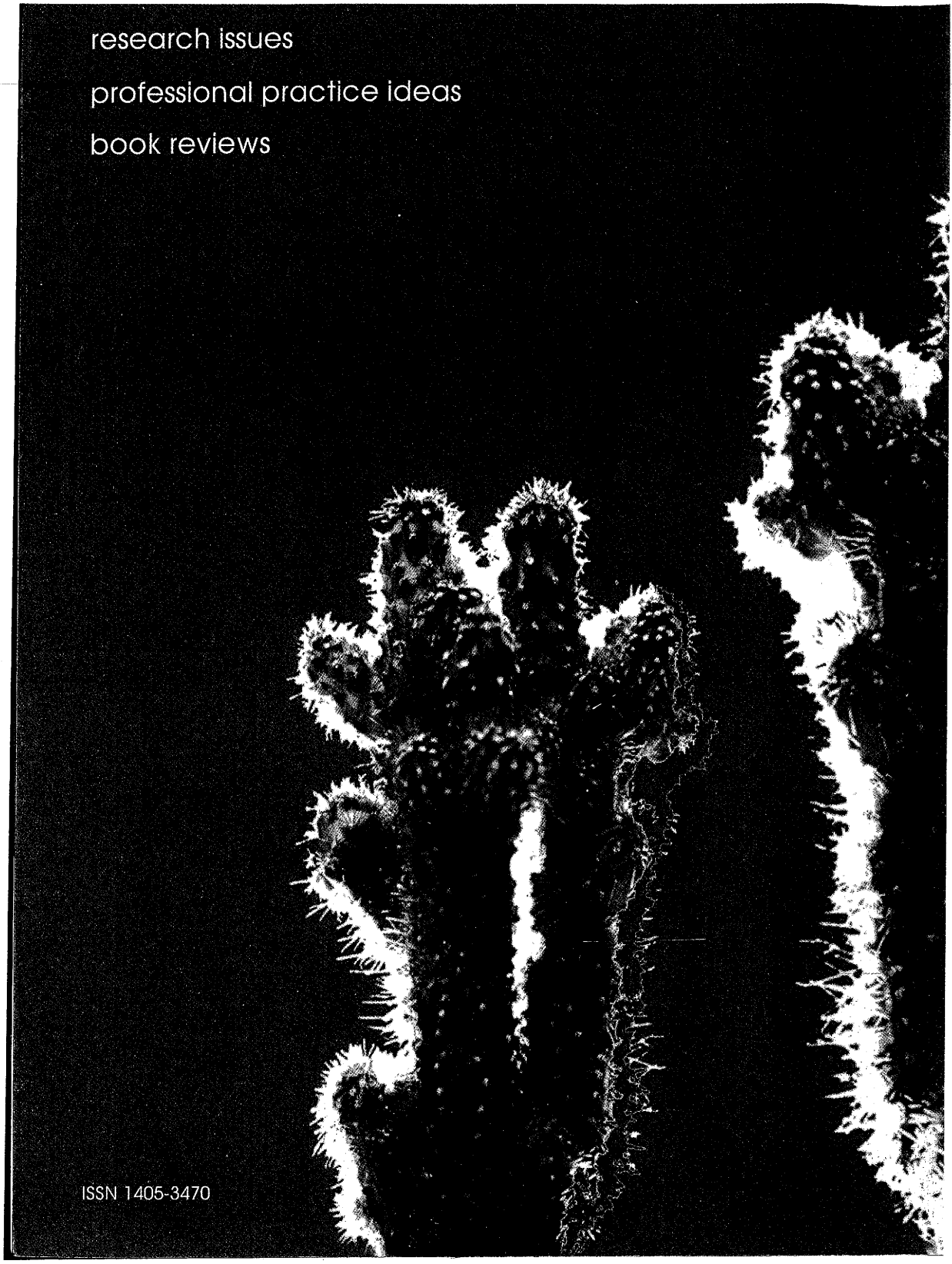

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