What Is ESP?

Sandra Browne
General Motors Corporation

ESP is an acronym which stands for English for Specific Purposes. The name may be new to some MITESOLers because the Interest Section was formed only a year ago here in Michigan. On the national scene, the ESL Interest Section was approved two years ago. It now has the third largest membership of any of the TESOL special interest sections (see Browne, MITESOL Messages, April, 1994).

Since the MITESOL '94 Fall Conference has chosen ESP and Content Based Learning as its main topic, it might be useful to know a little more about what ESP is and what it isn't—or more properly what ESPers do that other ESL teachers do not do. So let's ask some questions:

What do ESPers do?
They teach and train in English communication skills for and in "real world" situations.

Where do they do it?
They teach in academia, in vocational settings, and in business and professions.

What do ESPers do that ESL teachers do not do?
They specialize in a specific professional area such as medicine, engineering, government, business, or corporate training.

Are there any MITESOLers who specialize in ESP?
Lots now and growing! Come to the Fall Conference in Ann Arbor to meet and talk to them.

I work in a public school system. Why should I be interested in ESP?
Because you may already be doing ESP without realizing it. For example, do you integrate American Culture with your language teaching? Do you teach kids how to behave in a discussion group (turn taking, interrupting)? Do you teach how to make a public presentation? How to write a report? Then some portion of your teaching closely relates to ESP.

I am a Vocational/Adult education ESL teacher. Am I an ESPer?
Yes. That portion of your teaching/training which focuses on survival English skills and citizenship is ESP.

I am a college teacher who trains international teaching assistants (ITAs). What portion of my job is ESP?
...anything that relates to how to design and present a lecture, answer questions, and deal with cross-cultural issues involving grades and student/teacher responsibilities.

I am a university teacher/scholar working with non-native English speakers who are preparing for a career in engineering.

They have to write a dissertation, so I am teaching them the skills they need. Am I an ESPer?
Yes, to the extent that your teaching/training focuses on the dissertation itself.

If we're all in some way or another ESPers, why have a special interest section?
Because the mission of ESPers is different. It is, in a way, narrower than that of an ESL teacher in that some (Continued to page 9)
**President's Report**

**Barbara Moten**  
**Detroit Public Schools**

At the end of August, MITESOL members received a draft of the recommendations from the Constitution and By-Laws Revision Task Force. This draft is the result of a year's thought and work, initiated because of the increasing number of gaps between the practices which evolved as Executive Boards changed and the policy specified in the Constitution and By-Laws, last revised in 1981.

Beginning our work at this time meant having the benefit of TESOL's experience with the revision of its Constitution. The Task Force recommended to the MITESOL Executive Board that MITESOL follow a format much like that which TESOL adopted: a set of By-Laws outlining the general policies of our organization and a set of Standing Rules outlining the operating procedures of both the organization and its various committees. Within this structure, it will be easier to "legally" change how we do business on a day-to-day basis without tinkering with our overall governing policy. As an example, we have added language to the By-Laws which specifies that MITESOL may enter into formal relationships or affiliations with other professional organizations, but it is in the Standing Rules that the nature of our association with the English Teachers of the Czech Republic will be outlined.

We ask you to carefully review the draft document which you have received. We are prepared to address questions or concerns regarding the changes during our Fall Conference in Ann Arbor on September 30 and October 1. You will be asked to vote on the adoption of these revised By-Laws during the Business meeting on Saturday. (The Standing Rules are being developed, and hopefully a first draft will be available for the Conference.)

Many thanks to Betsy Morgan, Melissa Linick, and Sandy Hagman for their perseverance in this task. Writing by committee is an adventure in patience and diplomacy!!

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**Detroit Newspapers in Education honors MITESOL Adult Education Representative**

Carolyn Newberg, Rochester Adult Education teacher and MITESOL Adult Education Representative, was honored as a outstanding finalist in the Detroit Newspapers in Education Exemplary Teacher of the Year Contest. The contest is held yearly to select exemplary teachers who use newspapers creatively in the classrooms. Ms. Newberg has shared lessons using newspapers with ESL teachers in previous MITESOL Messages. Congratulations Carolyn!
Ann M. Johns
MITESOL Conference
Friday's Plenary Speaker

MITESOL’s fall conference is honored to have Professor Ann M. Johns as our Friday evening Plenary Speaker. The topic of Dr. Johns’ Plenary address is “Content-based Instruction: Issues and Problems.” Dr. Johns has a distinguished career as a teacher, researcher, and writer.

Ann M. Johns is a Professor of Linguistics and Writing Studies at San Diego State University where she teaches writing in a content-based instruction program for freshman and offers graduate courses in second language reading and writing, discourse analysis and research in applied linguistics. Recently, she has been involved in preparing public school teachers (K-12) for the new California CLAD Credential which focuses upon content-based instruction in multilingual and multicultural classrooms.

Dr. Johns was coeditor (with John Swales) of English for Specific Purposes: An International Journal for nine years. She has coedited a volume for TESOL entitled Coherence in Writing: Research and Pedagogical Perspectives and is completing another volume entitled Academic Purposes: An English Teachers’ Guide. She has published widely in ESP and second language literacy and has consulted in a number of countries.

University Interest Section

Barbara Fichtenberg
University Interest Section Representative
St. Mary’s College-SS. Cyril and Methodius Seminary

We had an excellent turnout at our meeting at the MITESOL spring conference in Big Rapids. At that meeting we spent quite a bit of time brainstorming about ways in which we could further the MITESOL-Prague ATE affiliate partnership. We came up with two ideas:

First, we could collect more books at the fall conference. If you have extra copies of books, or books that you are no longer using, bring them to the fall conference in Ann Arbor. Someone suggested that magazine clippings grouped by topic might also be useful. If you decide to include magazine or newspaper articles, please put them in an envelope and label them with a topic.

Second, we could establish penpals between Michigan higher ed. teachers and Czech teachers. Those who indicate an interest in corresponding with a Czech teacher were mailed a teacher information sheet in order to facilitate the matching process. The returned information sheets have been mailed to Irena Novákova, so those who are participating should hear from their penpals soon. This will be an ongoing project, so if you did not get your sheet returned in time, or were unaware of this opportunity, you can sign up at the fall meeting or call me at (313) 981-4205.

The survey project of Michigan higher education ESL programs is still in progress. I hope to have some preliminary information at the fall meeting. Please try to join us at that time.
Madonna University Develops New Contacts with Taiwan

Monica Mullins
Madonna University

In March of this year, Madonna University's Academic Vice President, Sr. Rose Marie Kujawa, and Monica Mullins, Director of the ESL Program traveled to Taipei and Kaohsiung, R.O.C. The purpose of the visit was to develop new contacts in Taiwan as well as meet with alumni and business associates. One such meeting took place at Tamsui Oxford University College near Taipei which is home to several alumni who graduated with M.A.'s in Educational Leadership from Madonna University.

In Kaohsiung, Taiwan’s second largest city, a pleasant visit took place with the Academic Dean and students at Wen Tzau Ursuline Junior College. Everywhere, we were met with extreme friendliness, courtesy and generosity. I look forward to a return trip, this time in Tainan.

Students in Iraq
(Continued from page 13)

environment is too demanding of their efforts; for they could mentally produce much less over the required period of learning time. Unfortunately, in the Iraqi system, time is not on their side.

In a western environment, these “slow” learners may have succeeded through high school and even through college. While American precollege educational standards, in this writer’s opinion, appear to survive on considerably lower prerequisite levels, American schools and colleges have displayed considerably more tolerance toward the slower learner.

Regional Group Representatives

Regional Groups are held throughout Michigan as part of MITESOL's effort to promote professional development at a local level. Meetings are held in a variety of locations, from school buildings to restaurants to private homes. They cover a variety of topics, are less formal than state conferences and meet on a more frequent basis. For more information about Regional Groups, contact Luay Shalabi, Member-at-Large at (313) 581-3874 or one of the local representatives listed below.

<table>
<thead>
<tr>
<th>Region</th>
<th>Contact</th>
<th>Phone</th>
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<tbody>
<tr>
<td>1 East-Central</td>
<td>Alan Headbloom</td>
<td>517-832-3400</td>
</tr>
<tr>
<td>2 Thumb/East</td>
<td>Shelley Welch</td>
<td>810-299-0446</td>
</tr>
<tr>
<td>3 Southeast</td>
<td>Kathy Klee</td>
<td>313-651-6196</td>
</tr>
<tr>
<td>4 South-Central</td>
<td>Jennifer Craft</td>
<td>517-353-0800</td>
</tr>
<tr>
<td>5 Southwest</td>
<td>Mary Leonard</td>
<td>616-530-7500</td>
</tr>
<tr>
<td>6 Northwest</td>
<td>Bronwyn Jones</td>
<td>616-922-1176</td>
</tr>
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MITESOL Messages • September 1994
Internationalize Your Program:  
Pen Pals with the Czech Republic

Jana Dvoráková  
ATECR President

MITESOL and the Association of Teachers of English of the Czech Republic (ATECR) have established a professional affiliate partnership. As part of an ongoing effort to promote international communication a PenPal project has begun. If you and your students would like to participate in this project, you can begin by contacting one of the teachers listed below in the Czech Republic. These Czech teachers are also interested in a collaborative Pen Pal writing project.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Ms. Nad’a Neroldová</td>
<td>Zákrejsova 543</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Ms. Karla Bystrianská</td>
<td>U Synagogy 8</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Ms. Olga Kovárová</td>
<td>U stadiony 776</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Ms. Zdena Filková</td>
<td>Podlesí 438</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Ms. Sasa Sfranková</td>
<td>Bocně 24</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Ms. Zdenka Moravcová</td>
<td>perarská 30</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Ms. Eva Dospivová</td>
<td>ZS + G Optiky</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Ms. Dagmar Kopecká</td>
<td>Sadová 1881</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Ms. Darina Motiková</td>
<td>21.ZS</td>
<td>Czech Republic</td>
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</tbody>
</table>

Donate Your Materials to Our Partner Affiliate in the Czech Republic at MITESOL'S fall '94 Conference

<table>
<thead>
<tr>
<th>Books</th>
<th>Tapes</th>
<th>Magazines</th>
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<tbody>
<tr>
<td>Join your MITESOL colleagues across Michigan in donating materials to our Partner Affiliate in the Czech Republic. Most needed are audio tapes and books accompanied by audio tapes and current (no more than one year old) popular magazines with themes of interest to any age.</td>
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</table>

A collection box will be set up at the registration area at the conference.

MITESOL Messages •September 1994
ESL Teacher Education in Ukraine

Dr. Bruce Morgan
English Language Institute, Director
Wayne State University

Despite a rapidly growing demand for ESL instruction in Ukraine and other Newly Independent Nations, there are very few trained Native Speaking (NS) or Non-Native Speaking (NNS) teachers of ESOL available to meet this demand. During a recent USAID-sponsored trip to Ukraine, I had the opportunity to teach business English and to conduct teacher education workshops at the Lviv Institute of Management and the Lviv Polytechnic State University. During my four-week-long stay in Lviv, I became aware of the strong interest in English language and culture which Ukrainian students and younger professionals have developed. Although this interest in English is not new, it seems to be quite strong at this time. This is in part due to the fact that English and ESL instruction, along with many other western "products", are expected to be much more available now than before the Soviet Republics became independent nations. Unfortunately, in the absence of funds for extensive educational exchange, this expectation seems to be more of an ideal which is being realized very very slowly.

ESL teacher education, I found out soon after my arrival in Ukraine, is a very rare commodity in the Newly Independent Nations: ESL teacher education programs for future teachers are to the best of my knowledge non-existent there. Moreover, the NS and NNS teachers and faculty members currently providing ESL instruction were not educated in TESOL theory and pedagogy. The NS faculty members include Peace Corps volunteers and other paraprofessionals and volunteers all of whom have only four-year degrees hopefully in some liberal arts discipline, but not always necessarily so. I noticed that they are as a group very enthusiastically pursued by ESL learners and constantly questioned on various, often grammar-related, points both formally such as in a classroom and informally at parties and social gatherings. This type of questioning usually makes the NS volunteers uncomfortable since they often lack preparation that would enable them to explain grammatical points about the English language.

The NNS teachers face many different problems than the NSs although they can explain many of the grammatical points the NSs can't. The majority of the faculty at the two institutions where I taught had been trained as translators of English to Russian and then placed at a university or laboratory to translate scientific books in English for the scientists and science and engineering professors working for the former Soviet Union. They consider themselves experts in "philology" and are quite outspoken about their strong as well as urgent need for training in the more pragmatic and communicative aspects of English. They are also very eager to learn about second language acquisition theory and ESL methodology, neither of which they have been exposed to. They mentioned to me repeatedly that they had no idea how to go about effecting this necessary transition in their teaching methodology.

Realizing the Ukrainian teachers' lack of exposure to the ESL research and methodology developed here and in Europe in the past several decades, I decided to offer the faculty of the two institutions involved a series of three-hour workshops each of which dealt with one area of ESL theory and methodology. The topics of the workshops in the order they were presented: SLA Theory, ESL reading, listening, writing, speaking, curriculum development (skill-integration), student centered teaching (individualization), and proficiency assessment. Each workshop began with a presentation of some general theoretical background information, followed by a group discussion of the theory presented and their applicability to the ESL teaching/learning circumstances in Ukraine. These discussions ranged from an enthusiastic exploration of the schema theory to a contentious debate over why the process approach would not be an effective teaching method in Ukraine. (I still believe it will be more effective than grammar-translation!) Since I had taken a variety of textbooks with me, all in class sets which I left at the two institutions, I was able to demonstrate, in most cases, how ESL pedagogical theories were reflected in various skill-based and/or integrated textbooks. Each workshop ended with a discussion of various strategies for teaching the skill(s) the workshop had focused on.

I left Ukraine with a definite sense of accomplishment, but also with a shocking realization of how far ESL teachers and learners have yet to go in the Newly Independent Nations. The need for trained ESL instructors in Ukraine and its neighboring countries is enormous. Considering the lack of hard currency in these countries, which makes educational exchanges of all kinds very difficult, ESL professionals interested in that part of the world will need to work with and depend on USAID and other grant-making organizations, both public and private, to facilitate faculty exchanges and other educational projects.
MITESOL CONFERENCE FALL 1994
September 30 & October 1, 1994

WHERE: The University of Michigan, Ann Arbor, MI

WHEN: Friday, September 30 and Saturday, October 1, 1994

PRE-REGISTRATION DEADLINE: September 15, 1994
   Note: If you don’t pre-register, you don’t get lunch!

TOPIC: "TAILORING OUR TEACHING: English for specific Purposes & ESL in
       Content-Based Instruction"

PLENARY SPEAKER:
   Ann M. Johns, Professor of Linguistics and Writing Studies at San Diego
   State University, where she teaches writing in a content-based instruction
   program and researches content-based instruction in multilingual and
   multicultural classrooms.

SPECIAL GUEST PANELIST:
   Ann Lomparis, CEO of LANGUAGE TRAINING DESIGNS, an independent
   consulting firm based in Kensington, MD, which specializes in the
   development of work-oriented language training programs.

Presenters from Michigan’s public schools, universities and vocational education
training centers and independent consultants and employees of Michigan corporations
will join us to discuss the multi-faceted aspects of ESL and ESP.

RECEPTION: Friday night - 6:30-8:00 p.m. Hosted by The University of Michigan’s
English Language Institute, John Swales, Director.

JOIN US FOR STIMULATING AND FUN OCCASION!
PRELIMINARY PROGRAM
MITESOL CONFERENCE FALL 1994

Friday, September 31 (Michigan League)

3:00-5:00    Registration
4:00-5:00    Concurrent Sessions - Ahmad, England, Cullen
5:00-6:00    Plenary Session - Main Ballroom
   Keynote Address by Ann Johns
   *Content-Based Instruction: Issues and Problems*
6:30-8:00    Reception - The English Language Institute (North University Bldg.)

Saturday, October 1 (Modern Language Building)

8:30-11:30   Registration/Publishers Exhibits
9:00-10:00   Concurrent Sessions - Strom, Coleman, Opper
9:00-11:00   Concurrent Sessions - Bradin/Siskin/Parker, Shewe/Dombrowski
10:00-11:00  Concurrent Sessions - Browne/Hagman/Imber, Reischl, Paul
11:00-12:00  Special Colloquium/Discussion Session: "What is ESP?"
   Ann Johns, John Swales, Anne Lomperis
12:00-12:30  Interest Section Meetings
12:30-1:30   Lunch (Michigan League)
1:30-2:00    MITESOL Business Mtg./Publishers Exhibits
2:00-3:00    Concurrent Sessions - Lipsig, Morley/Imber, Moase-Burke, Opper
2:00-4:00    Concurrent Sessions - Stokes/Kinnuen
3:00-4:00    Concurrent Sessions - Deckert, Newberg, Lomperis
4:00-5:00    Concurrent Sessions - Feak, Bradin, Dean, Morgan
5:00         Book Raffle

MITESOL Messages • September 1994
Adult ESL Students Challenge Stereotypes: Misconceptions of Older Americans

Paula Hendricks
Rochester Adult Education

Rochester Adult Education’s English as a Second Language class embarked on a year long project with the area’s Older Persons Commission. The project developed out of a need to challenge a stereotype that seemed to be a common misconception: How do older Americans lived once they retired and became elderly?

Many ESL students believed that most of America’s elderly were put into nursing homes by their families and were forgotten. This was a very different picture from the one they saw in their countries where the elderly were taken into the homes of their families and never forgotten. Rochester has a very active program for older citizens-seniors range in age from their early 60’s to well into their 80’s. A cultural exchange program began in the fall and continued through the spring.

The exchange began during apple picking season when the ESL class visited the center for a tour and a demonstration of how to make an apple pie. Once the pies were ready, both groups had a chance to visit over coffee and fresh baked apple pie. For some of the students, this was the first time they had learned how to make a pie. The following week one student brought her first attempt at pie making in for all of us to sample.

On our second visit it was the students’ turn to demonstrate a culinary treat. Two students from Taiwan volunteered to teach everyone how to make boiled wontons. They also brought fried wontons for sampling. Once again there was time for conversation as we all enjoyed our wontons soup and tea. The Christmas visit gave the students a chance to see the center decorated for the holidays and to view the nativity sets the seniors had collected from around the world. February gave the students the opportunity to taste cherry pie in honor of George Washington. For the final get-together the students invited the seniors to join them during a class when two students from Japan taught the art of Origami.

It was a project that went far beyond its original purpose. Not only did the students see American seniors at work and happy, they also got a chance to practice their second language, to make new friends, and the seniors in our class were able to join in the activities provided by the center. Two of the students attended exercise classes and a third is taking knitting lessons. It is our hope that this cross-cultural activity will continue and grow in coming years.

I’m interested in computers and language teaching. Does ESP offer anything in this area?
Yes, several of the fall conference sessions will cover computer assisted learning programs.

How can I use my school’s Language Lab to aid specific skill development?
Come to the University of Michigan Language Lab at the Fall conference and let top ESL experts show you!

What are the characteristics of a good ESPer?
A solid background in ESL, teaching and experience, willingness to be flexible, creative, and responsible. A sensible approach to risk-taking and a well developed sense of humor certainly help. And most importantly, the capacity to recognize and understand teacher professional areas develop specialized varieties of “language”, which are used differently in different situations.
TESOL Awards: Don't Be Left Out

TESOL offers a variety of awards to its members: travel grants to attend the TESOL Institute or annual convention, fellowships for graduate study, and financial awards for excellence in teaching, materials development, or research. There are also awards to honor contributions to affiliates and valuable service to TESOL and the profession. Don't miss out on one excellent funding and recognition opportunities they provide! Below is a list of the 1994-1995 awards. For more complete award descriptions and application/nomination guidelines, consult the June/July 1994 issue of TESOL Matters or contact TESOL at 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751 USA. Applications/nominations must be received by November 15, 1994.

FOR GRADUATE STUDENTS (Members of TESOL)
Albert H. Markwardt Travel Grant:
To support graduate assistants worldwide in TESL/TEFL programs who wish to travel to TESOL convention (except international graduate students studying the in U.S., who are eligible only for USIA awards describes below). See page 11 of MITESOL Messages for more details.

United States Information Agency Travel Grants:
To assist graduate students from countries outside the U.S. who are currently pursuing a course of study in the U.S. who wish to travel to a TESOL convention within the U.S.

TESOL Prentice Hall Regents/Larry Arger Fellowship for Graduate Study:
To support TESL/TEFL graduate studies and to support the development of projects with direct application to L2 classroom instruction.

FOR MATERIALS WRITERS (TESOL Members)
Mary Finocchiaro Award for Excellence in the Development of Pedagogical Materials:
To recognize a person who has achieved excellence through the development of practical pedagogical materials, not yet submitted for publication.

FOR RESEARCHERS (TESOL Members)
TESOL Research Interest Section/Newbury House Distinguished Research Award:
To recognize excellence in any area of research on language teaching and learning.

FOR EFL TEACHERS (TESOL Members)
TESOL Longman Robert Maple Memorial Travel Grant:
To support a full-time EFL teacher, teacher trainer or supervisor in a non-English-speaking setting who wants to attend a TESOL convention.

FOR ALL TESOL MEMBERS
Ruth Crymes Fellowship to the TESOL Summer Institute:
To support teachers and teacher trainers/supervisors who wish to attend the TESOL Summer Institute and spend the summer renewing and expanding their abilities.

NOMINATE A COLLEAGUE
You might also consider nominating a colleague for the James E. Alatis Award for Service, the TESOL Newbury House Award for Excellence in Teaching, the D. Scott Enright TESOL Interest Section Service Award and/or the Virginia French Allen Award for Scholarship and Service.
TESOL and MITESOL Marckwardt Travel Grants

TESOL Marckwardt
Graduate students enrolled in TESOL training programs are eligible to apply for the TESOL's Marckwardt Travel Grant; applications procedures are as follows:

Who's eligible:
TESOL members who are graduate students enrolled in a program preparing them to teach English to speakers of other languages and who are not eligible for USIA Travel Grants.

Amount:
About US$350 in addition to the amount of the convention registration fee, which are waived by TESOL.

Criteria:
Applications are evaluated according to the applicant’s (a) scholarship, (b) personal attributes, (c) involvement in and commitment to ESL/EFL teaching and the profession, and (d) financial need.

To Apply:
Send 1) a letter of application stating (a) institution, (b) program of study including courses completed, in progress, and to be taken, and (c) address and telephone numbers; and 2) a biographical statement itemizing (a) ESL/EFL teaching experience, (b) involvement in regional, nationals, or international ESL/EFL organizations, (c) career plans upon completion of studies, and (d) current financial situation. Also include a 50-word biodata summary.

Supporting documentation:
With your application, enclose a sealed letter of recommendation from a faculty member familiar with your program specifying (a) your personal attributes, (b) your scholarship, and (c) your course of study.

Due Date:
Applications must be received on or before November 15, 1994.

Michigan Marckwardt Travel Grant
MITESOL will award a Michigan Marckwardt Travel Grant equal to the TESOL conference pre-registration fee to one or more graduate students from Michigan who apply for a TESOL Marckwardt but do not win.

Criteria:
Applicants are evaluated according to the TESOL criteria listed above; the applicants must also be a member in good standing of MITESOL.

To Apply:
Send a complete copy of your TESOL Marckwardt letter of application (including the biodata summary but excluding the sealed letter of recommendation) and a cover letter stating your membership in MITESOL to:

MITESOL
Attention TESOL Liaison Officer
P.O. Box 3432
Ann Arbor, MI 48106

Due Date:
Applications must be received by December 1, 1994. The award will be granted before TESOL '95 and the winner acknowledged at the Spring '95 conference.

MITESOL Messages • September 1994
The Arab child reared in an Iraqi home, for the most part, faces little difficulty adjusting to the formal academic environment of the school. For the beginning student, school instructions reflect the conventional authoritarian mores emphasized in the Iraqi household and in the political mainstream. There are authoritarian exceptions when the discussion shifts to the controversial topic of "Arab" nationalism, as it effects the children of the three main religions: Islam, Christianity and Judaism.

Iraqi Jews are emotionally peripheral to Arab nationalism and its causes due, in large measure, to their subdued religious ties to the state of Israel. Some of the Christian households may generate apathetic sentiments toward Arab politics as a whole, particularly if publicly identified as synonymous to Islamic faith. However, they do not discourage their children's national awareness as Arabs if viewed in a secular vein.

Indeed, the Arab/Islamic dichotomy is mentally distinguishable in the rearing of non-Islamic children. However, for the Moslem parent, the Arab/Islamic themes are interchangeable, since religion and state are inseparable; this has acquired both political and religious chauvinistic overtones, which is a social obstacle non-Moslems ostensibly resent.

From kindergarten onward, textbooks remind Iraqi students to view Arab and Islamic concepts as two sides of the same coin. While no one in Iraq fundamentally disputes this contention, the other "people of the book" periodically interpret this approach to historical instruction as an attempt to undermine their contributions to Arab civilization.

Differences in student national views, particularly among older high school and college students, rarely surface in college and school yards except among trusted peers of similar backgrounds. Nevertheless, the authoritarian component in the Iraqi psychic transcends all religious and political persuasions; consequently, for Iraqi education, authoritarianism makes disciplinary implementation a much easier task for educators to enforce. Indeed, academic institutions are regarded as extensions of the Iraqi household on a broader scale. As such, they complement each other.

Currently, the corporal approach to disciplining student misconduct is considerably modified. Most Iraqi high school educators will refrain from corporal punishment to penalize student offenders. Substituting this physical reprimand, however, are the much-disdained Correction Committees, which are appointed to determine appropriate disciplinary measures against student offenders. This trend is likely to increase because of a consensus among Iraq's authoritarian educators, that physical punishment is ineffective. They have ascertained that even the bravest of trouble makers would gladly embrace corporal punishment over the grueling and humiliating process of these Correction Committees. The latter option places the student's damaged reputation on the front burner among schoolmates, teachers, the principal, and worst of all, the parents.

With these committees taking full charge of working over the student's reputation, its disciplinary message in a "shame" culture becomes no laughing matter, particularly when the full disclosure becomes a matter of the most undesirable public record: at the Ministry of Education.

This blemish on a student's record could have serious irreversible consequences. When the student finds college admission and career advancements next to impossible, the Correction Committee that handled the case will be standing ready to rekindle unpleasant memories; a part of an immature past that just won't go away!

What makes these correction committees so feared is their effectiveness. They have devised ingenious bureaucratic schemes to deal with disciplinary problems. First, they issue notices to student offenders on the school bulletin board with their names publicly displayed. The notice warns students that their "undesirable" and "unstudent-like" conduct should be corrected immediately, or else the committee will resort to more stringent measures. This embarrassing spectacle of scolding language is also designed to

(Continued on page 13)
Students enter the classroom first. After all the students are seated at their preassigned desks, the prefect, who is assigned to monitor student behavior in the absence of an adult authority, would signify the instructor’s entrance with a loud “rise” (Qiam). The instructor would customarily respond “sit” (jeluss). The instructor then briefly peaks at the chalkboard to see if the prefect had written the names of student(s) who had misbehaved during his/her brief absence. Once the instructor orally identifies them, one-by-one, the violators take turns receiving either verbal or physical punishment. If the instructor should opt for the corporal approach, the procedure would involve using a wooden ruler to strike the back of each student’s hand. The number of strikes would be determined by the number of Xs appearing in front of the student’s name.

The moment instruction begins, the parent image is immediately transformed to the instructor. Indeed, fearing the instructor could exceed the level of fear generated towards parents! The underlying cause is attributed to the student’s reputation and image before fellow classmates. Iraqi parents, on the other hand, are least likely to reveal their child’s school “problems” to relatives. To the contrary, despite the parents’ displeasure, both father and mother would want everyone, including themselves, to believe that their child is the most gifted and obedient of all students.

Iraqi parents exhaust all efforts to transmit that desirable image into reality by employing any disciplinary method they deem appropriate. To the western educator, some of the preferred disciplinary methods of Iraqi parents are often interpreted as varied forms of child abuse. With the conclusion, the western observer could be overlooking a significant point: To the Arab parent, striking the child is merely a parent’s teaching strategy aimed at discouraging undesirable shameful behavior. As Arab educators would argue, this is not similar to the western perception of child abuse, which usually involves a parent’s release of unrelated frustration and anger by striking the child. In other words, the reason for the parent’s anger and the child’s misbehavior are unrelated.

One of the major weaknesses of this parent/instructor disciplinary alliance is that it often victimizes the slow learner. Poorly trained teachers and parents have often been known to misdiagnose learning handicaps of their own children, and mislabeling them with such generalizations as laziness and laxness. This writer has observed many such cases where a slow-learner was mentally frustrated and tormented by the parent/instructor “concern.” By the time the student reaching high school, usually at a considerably advanced age when compared to fellow classmates, the individual is compelled to call it quits, because as his educators have led him to believe: he was not meant for school!

So, while the authoritarian component in both Iraqi schools and households have largely contributed to a stable scholastic environment, they have also exacerbated the inferiority complex among Iraq’s slow learners during their formative learning years. For these students, who eventually fall into the cracks of the system, compulsory military training becomes their only way out. For them, the learning...
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