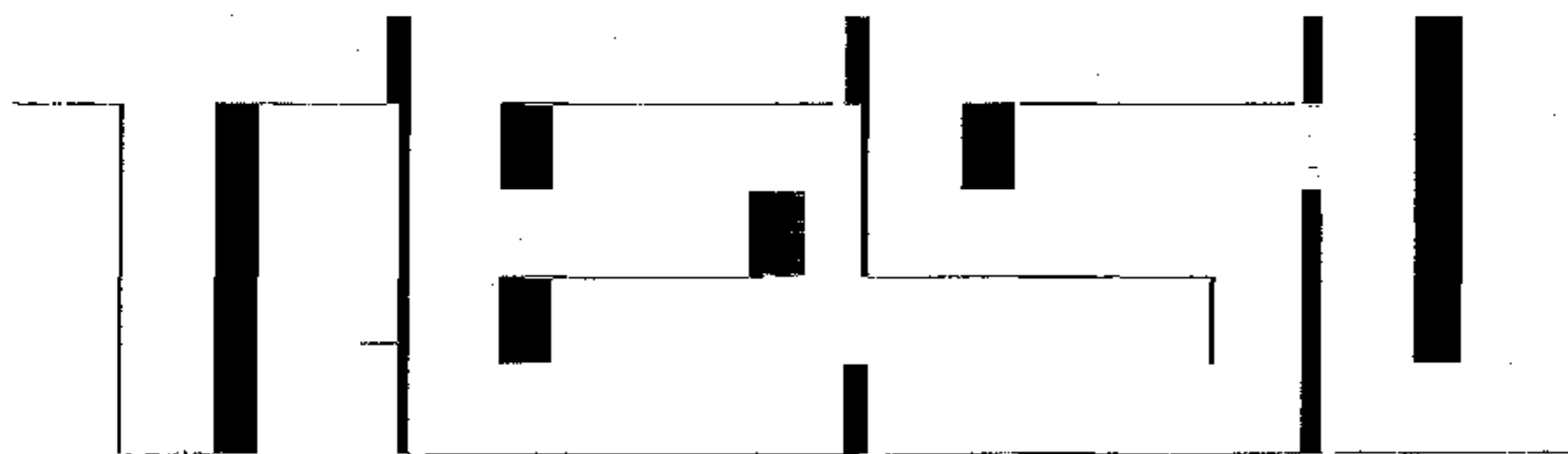


Brigham Young University—Hawaii Campus
Vol. 14, No. 1 □ Laie, Hawaii □ Fall 1980



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TESL REPORTER

A quarterly publication of the Communications and Language Arts Division of Brigham Young University—Hawaii Campus. Subscription available upon request.

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Manuscripts relevant to teaching English as a second language, teaching standard English as a second dialect, bilingual education, and intercultural communication may be submitted to the editor. Articles dealing with classroom aspects of teaching are especially encouraged. Manuscripts should be double spaced and typed, generally not exceeding six pages. Authors should also submit a short (less than 50 words) bio-data statement. Book reviews should be limited to two pages. Contributors are asked to give as assurance that the manuscripts they submit are not under consideration by any other journal. The opinions and statements expressed by contributors are their own and do not necessarily reflect the views of the editors or Brigham Young University—Hawaii Campus.

TESL Reporter
BYU—HC Box 157
Laie, Hawaii 96762

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

Interactive Listening

by James Baxter

The aim of this paper is to demonstrate how subscription to an English as an International Language (EIL) approach leads to a re-appraisal and reformulation of teaching materials, with the particular area discussed here being listening comprehension.

I. The EIL Approach

What is English as an International Language? What does it mean to speak English internationally? Put succinctly, 'EIL' refers to the use of English by people of different nations in order to communicate with one another. EIL is not a prescription for how English should be used, and the roots of the EIL approach are in descriptive statements about how English functions in today's world. A further characteristic of the approach is that it is reformative. The initial impetus for this approach is found in the realization that the concepts of 'EFL' and 'ESL' are inadequate in and of themselves to capture the facts of English-language use around the world. (Smith, 1978:5; for a critique of 'EFL' and 'ESL', see Baxter, 1980) The EFL and ESL characterizations of English-language use share the common element of predicting who the interactors in a situation will be. In an EFL situation, one interactor is always a native speaker. In an ESL situation, the interactors may be non-native speakers of the same national membership (e.g., India), or in a similar intranational setting, one interactor may be a native speaker. However, when a person has the ability to speak (or write) English internationally, there is no pre-conceived idea as to who the potential interactor(s) in a communicative exchange will be, whether in terms of nationality, linguistic background or cultural background. Whereas in EFL and ESL specific varieties of English and specific cultures can be dealt with, it is clear that in the teaching of EIL (TEIL) the goal cannot be knowledge of the details of a given variety or culture, or even numbers of these. Students must somehow be prepared to operate with

English in unknown situations which are characterized by variation in linguistic and cultural behavior. Diversity in the forms of English around the world is a fact. So is, however, the remarkable ability which human beings have to adjust to changed conditions, to novel environments—in short, to deal with diversity. Central to the EIL approach are these realities of diversity and adaptation.

The EIL approach thus claims to reflect the international functions of English with greater accuracy than either EFL or ESL. The following statements together constitute the core of the approach:

(1) **English is an international language.** Full recognition is given the fact that other languages also function internationally and that this is a desirable situation. Of these languages, however, it is English which is used most frequently in its international functions.

(2) **'EIL' refers to functions of English, not to any given form of the language.** EIL is thus conceptually distinct from BASIC English. It also differs from Esperanto in not being an artificial language and in not asserting the belief that widespread adoption of a common tongue will lead to global harmony. In fact, EIL places in the forefront the reality that from a sharing of commonalities such as grammar, lexis and phonology (the linguistic trivium), communication does not automatically flow. EIL provides the means of perceiving that enhanced world communication is possible only through recognizing all those areas of behavior which are *not* shared across national or cultural lines.

Furthermore, EIL is not an instance of ESP (English for Specific Purposes). It is not, for example, the proposal of a specific linguistic corpus for diplomats or international businesspersons.

(3) EIL situations are frequent and can be classified in terms of the interactors involved:

(L2 ↔ L1)

(international)

(L2 ↔ L2)

(international)

(L1 ↔ L1)

(Smith, 1978:10)

Thus, one type of EIL situation is one in which native or L1 speakers of English who come from different national and cultural backgrounds are involved.

(4) There are many varieties of English, including native and non-native varieties. EIL situations can be defined as situations of inter-varietal communication.

(5) Communication is a social act, an act of sharing. (See Cherry, 1978:esp. ch. 1 and pp. 325ff.) Corollaries:

—English does not “belong” to any one group of people.

—The use of English is always culture-bound, but the English language is not bound to any specific culture or political system.

—There is a process of mutual adjustment amongst interactors in an EIL situation.

(6) Attitudes held by interactors in an EIL situation can either facilitate or hinder communication, i.e., attitudes are communicatively functional.

II. TEIL: listening comprehension

The above set of statements carries extensive implications for language teaching materials. Let us attempt to explicate the implications for the area of listening comprehension.

To begin, let us consider a passage from Colin Cherry:

If the listener's speech habits, clause structures, and so on are similar to those of the speaker, there may be little difficulty; however, if they differ widely, owing to such things as education, age, experience, specialized knowledge, use of vernacular, then the listener may experience difficulty in “following” and understanding.

An extreme case is that of listening to a foreigner who is not fluent in his second language. As emphasized already, communication is essentially a matter of sharing—of shared linguistic habits and concepts. It is unhelpful to shout at foreigners, or at the deaf—their need is for us to articulate more clearly and to pause longer at clause endings. (Cherry, 1978:325; emphasis added)

Cherry's “extreme case” may not be the extreme at all, for not infrequently it is the non-native speaker who wonders whether or not native speakers are deaf! The extreme case could just as well be a Cockney cabbie and an Alabaman tourist. Or it could be two non-native speakers negotiating a business contract in English. From an EIL perspective, none of these is an extreme case—they are all uses of English in international situations.

Cherry continues:

If a listener's verbal habits, including clause structures, are not similar to those of the speaker, it may be necessary for him to “switch off” his attention at times, so as to create his own pauses as he needs them for his cognitive activity (extraction of meaning). He may then lose the thread of the conversation (1978:325-326)

Notice that the listener here could be any speaker of English, native or non-native. The problem of variation exists for both types of speaker. The listener reaction of “switching off” is not an uncommon one, and in addition to the causes given by Cherry, the source of such a reaction is often an attitudinal one.

Rivers and Temperley (1978:153) point out that in spite of considerable diversity within American English, native speakers, through experience, adjust to variation in grammar, lexis and pronunciation. They state that students of a foreign language, on the other hand, “may be baffled by a particular item they ‘know’, but do not recognize in its variant form.” Extending these observations, for both native and non-native speakers of English the problem of variation often involves non-recognition

of a known item, e.g., a word, intonation pattern, or discursal function, which would be readily comprehended in some other variety of English.

Samonte (1980:75) speaks of "the characteristic vernacularized local varieties of Filipino English, which show the marks of the influences of the native languages." In such varieties, the phonological identity of lexical items may be affected. For example, a speaker of Filipino English whose first language is Pampango will have difficulty in managing the distribution of word-initial /h/, a difficulty also found with French speakers of English. To cite another example, the word 'table' will have various realizations according to the mother tongue of the Filipino speaker, e.g., [ter'bel], [t'e|ɾ|bəl], [t'e|ɾ|bɔl].¹ The identity of a word may undergo further variation in connected speech. Speakers of English from Hong Kong who also speak Cantonese have a distribution of the glottal stop in their spoken English which is very different from, for instance, American English, e.g., 'bad weather', [bæ'weðə]. From the point of view of EIL, such examples point to the need to prepare students to understand spoken English in face-to-face inter-varietal situations.

Of course, variation is not limited to word identity, and is also found at the level of prosody. If asked, "Can you turn off the light when you leave?", a person who speaks English French-ly might employ a group-final stress and rising intonation in replying, "Yes, I can," creating something like a contrastive focus on the modal. An American speaker could take this to mean, "Of course I'll turn it off. Do you think I'm stupid?", with prosodic variation leading in this case to misinterpretation of attitude.

Variation at the level of discursal meaning is difficult to deal with, and as the variation is not always obvious to the interactors, it can represent a serious obstacle to communication. Consider an example in which a Japanese invites an American to his home for dinner. The Japanese seeks to express a certain degree of politeness and formality through the discursal function of self-deprecation. (Naotsuka,

1978:23) Seated in front of a well-laden table, the Japanese says, "Sorry that we have nothing to serve you." (Naotsuka, 1978:9) Even if the American grasps the function realized by this utterance, he still may not know how to respond. Should he remain silent? Would, "Oh, that's quite all right," or "Well, all this food looks delicious to me!" be appropriate? The example is a hackneyed one, but it makes the point that one of the greatest difficulties in cross-cultural, inter-varietal communication is the ability to convey to your interlocutor, through an appropriate response, the message that you have understood correctly. Listening comprehension in EIL situations includes this ability to provide feedback.

Listening comprehension in an EIL situation is a matter of continual adjustment. Yet how is it that interactors adjust

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to one another? How do they comprehend one another *in spite of* variation? We could say that they simply "listen carefully," "listen hard," or "concentrate their effort in listening." The underlying ideas here are that listening can be a matter of degree, and that greater or lesser effort can be invested. Such insights help, but it must be remembered that tension, fatigue and anxiety induced by increased effort in listening can negatively affect comprehension. (Rivers, 1968:135, 140; Rivers and Temperley, 1978:83, 86.)

To reiterate briefly, variation in the English used by interactors in international situations is inevitable. The pedagogical goal thus becomes one of producing in students a range of skills of adaptation, many of which fall under the rubric of listening comprehension. It has been im-

plied that listening comprehension goes beyond a receptive process, for an addressee must provide the speaker with feedback and must be able to verify that any interpretation reached does in fact conform to the speaker's intended meaning. The addressee needs to be able to ask for clarification and for repetition; the addressee needs to be able to counter lexical variation with, "What does that mean?"; he or she needs to be able to formulate a paraphrase and ask, "Is that what you mean?" In short, from an EIL perspective, listening comprehension is an aspect of the mutual interaction of participants in a communicative situation. We should thus speak of *interactive listening*.

III. Interactive listening

Theoretical work already carried out in EFL/ESL, classroom materials presently in use, and relevant research in business communication will serve as a foundation upon which to build a pedagogy of interactive listening.

Aitken (1979:175) refers to constructivist models of speech perception. According to such models, the listener constructs an internal signal which parallels the utterance heard. There is then a process of matching the internal signal and the speaker's signal, with a matching of understood meaning and intended meaning.

This concept of 'match' is a valuable one. With it we can describe the common EIL situation in which one hears someone speaking, is certain that there is indeed an intended meaning, but does not understand. Rather than "switching off" ("That person can't speak English! I can't understand a word he's saying!"), one should realize that what has occurred is a mismatch. This realization would be the result of an attitudinal stance, the expectation that such mis-matches *will* occur. Native speakers of English are especially open to the danger of expecting that a match will be obtained in every case.

The skills employed in the listening comprehension process are generally classified in terms of a hierarchy. (Chamot, 1977:75) Typically, the lowest level skill is the discrimination of sounds and the

highest level skill is the ability to make inferences about the message, the social situation, or the speaker's attitudes. Rivers and Temperley (1978:75) give three stages in the process of construction of a message, seen as stages of perception: (1) perception of a systematic message, (2) imposition of a structure according to grammatical knowledge of the language, (3) recirculating, selecting, recoding for long-term memory storage. It is interesting to note that most descriptions of listening comprehension concentrate on this type of perceptual process, thus depicting listening as a wholly receptive process. Aitken (1979:175-176), after listing skills such as the guessing of lexical meaning, handling of syntax, following discursal structure, and recognizing speaker attitudes, goes on to say,

A good listener can achieve these understandings with reasonable ease and fluency. He does not need to stall the speaker with frequent clarification questions or requests for repetitions to refresh his short term memory.

To convey to students this perception of the good listener would be to do them a disservice, for *good listening* certainly includes anything which will lead to optimal comprehension, to a successful match. An EIL situation will be characterized by the listener asking for clarification, for repetition when variation is such that basic word identity is not obtained, and in general by considerable negotiation for meaning.

Much of the theory and most of the materials in EFL/ESL have been based on a native-speaker model, so that listening comprehension and the component skills have been derived from situations of minimal variation. Materials have typically embodied a dialogue form, yet the interactors in such a supposed dialogue have no difficulty in understanding each other. The student is thus given a misleading idea of what is involved in listening.

An American company, Sperry, recently placed a two-page advertisement in *The New Yorker* (March 10, 1980:80-81), with the heading, "Knowing How to Listen Takes More than Two Good Ears":

The fact is, there's a lot more to listening than hearing.

After we hear something, we must interpret it. Evaluate it. And finally, respond to it. That's listening.

And it's during this complex process that we run into all kinds of trouble. For example:

We prejudge—sometimes even disregard—a speaker based on his delivery or appearance.

We let personal ideas, emotions or prejudices distort what a person has to say.

We tune-out subjects we consider too difficult or uninteresting.

Several accepted facts in business communication are brought together here: listening can be improved; listening involves more than perception of an acoustic signal; the process includes response on the part of the listener; attitudes, affective factors, and failure to stay with the speaker all can function to block comprehension.

In the field of business communication, it is becoming a commonplace that communication is the act of the recipient, that communication takes place when the message is *received*. (Kikoski, 1980:126; Randsepp, 1979:14) Frequently found in the literature are self-rating scales—"Are You a Good Listener?", and guidelines for improving listening competency (e.g., Vining and Yrle, 1980). These guidelines overlap to some extent with the skills listed in the EFL/ESL listening skills hierarchies, but there are also important skills which have been ignored in the English-language classroom and which are vital in EIL situation. For instance:

—Allow the speaker to express his or her thoughts without interrupting.

—Do not "switch off" because of a high degree of variation, because the message may seem boring, or because of attitudinal reasons.

—Ignore distractions.

—Express genuine interest in the other person's conversation.

(cf. Vining and Yrle, 1980)

Guidelines such as these point to means of reaching understanding in the face of what

may seem to be too great a degree of variation in English. If in a situation of inter-varietal communication, listen—do not cut short the other person. (Asking for repetition or clarification is not interruption. It is a carrying forward of the process of interpretation.) Listen—do not let attitudes, fatigue or prejudices block you. Listen—ignore distractions. (Variation in accent is a distraction, and should be ignored insofar as it is not the focus of the exchange.)

Although few teaching materials embody listening comprehension as outlined in the preceding, much valuable work has been done in the area of spoken English, much of it by Gillian Brown (1977;1978). She deals only with variation within native-speaker English, however, and her objectives are biased, e.g., "it is a very reasonable minimum to expect foreign students who hope to follow courses in this country [Great Britain] to understand" (1977:11)—biased, that is, from the point of view of TEIL. There is also the problem of her taking an extended form of RP as her basic model. By so doing, she defines certain phonetic citation forms of words as constants. However, as revealed earlier by the examples of Filipino English, if one considers all the varieties of English, there are no constants.

There is also O'Neil and Scott (1974), a popular listening comprehension course. Consisting of actual taped interviews, it includes examples of the type of variation found within British English. Yet again the question arises, can familiarity with variation within one general form such as British English be adequate preparation for communication with speakers who use different varieties of English?

Listening in the Real World (Rost and Stratton, 1978), by avoiding stilted, scripted material, gives students the chance to hear examples of the types of connected speech phenomena which occur in actual spoken English. Kameen (1979), in his review, says that this is a good course for acquainting international students who plan to come to the U.S. with the connected speech phenomena of informal American English. He concludes (p. 115), "A supplemental text such as this can help our students develop both the skills and the con-

fidence necessary for more efficient Listening in the Real World." Does the "Real World" include non-native speakers, e.g., the international students themselves, who spend no little time speaking to one another in English? Does it include the ethnic groups in the U.S. who may not speak General American English, yet with whom foreign students may well have contact?

There is one example which can be cited as being a program for teaching interactive EIL listening comprehension. This is *Developing Awareness Skills for Interethnic Communication* (Gumperz and Roberts, 1978).² This is cited here because it embodies most of the points discussed in the preceding. There is the perceptual level, with British managers being taught to identify prosodic and stress features of Indian English. Attitudinal factors are central. And although the trainees are limited to British and Indian speakers, the objective is broader cross-cultural communication, not limited to specific groups. The underlying philosophy is that there is no set of rules, no specific description, which can lead to successful cross-cultural, inter-varietal communication.

Every piece of good communication depends upon the response and feedback which participants elicit from each other in the course of the conversation itself and so every speaker has to develop his own strategies for interpreting and responding appropriately. (Gumperz and Roberts, 1978:3)

Three steps for improved communication are suggested which, taken together, constitute a set of expectations needed for comprehension in an EIL situation:

1. Perception—"I can perceive that our communication has not been entirely successful."
2. Acceptance—"I can accept that you do not intend to convey wrong or confusing information or wrong attitudes."
3. Repair—"I can find ways of explicitly sorting out where the communication has gone wrong." (p. 3)

By combining these three steps, the listening comprehension skills as described

in EFL/ESL, and the types of skills seen as valuable in business communication, we arrive at a reasonably clear image of interactive listening in the context of EIL. The key concepts in interactive listening are diversity and adaptation: the diversity which will be encountered by the users of English in international situations, and the adaptive stance which they will need if they are to succeed. Given these notions, step 3 above should be modified. The step is not one of repair, for 'break down/repair' is not the best metaphor to describe what takes place in an EIL situation. There should be the perception that variation may have impeded communication, that a match between speaker meaning and listener understanding has not yet been achieved. There should be an attitude of acceptance of fellow participants' English and of their desire to successfully communicate. Following these two steps should be a third, not of repair, but of accepting, as listener, the responsibility for participating in a manner which will lead to communication. Step 3 could be called, 'Listening': "I will continue to listen to you and will interact with you so that, together, we will communicate."

It is at the level of this third step that we need further research and better materials. For if our students are going to use their English in today's world, we must help them to acquire the skills of interactive listening.

¹Examples of Filipino English are from Aurora Samonte's presentation at the conference on English for international and intranational purposes, East-West Center, April, 1978.

²See also the related film, *Crosstalk*, Twitchin, 1979; and background material and notes for the film, Gumperz et. al., 1979.

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Addresses Change

TESOL (Teachers of English to Speakers of Other Languages) has moved its headquarters. The new address and telephone number are 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, (202) 625-4569.

CAL (Center for Applied Linguistics) has also changed its location. The new address and telephone number are 3520 Prospect Street, N.W., Washington, D.C. 20007, (202) 298-9292.

***English Teaching Forum* Now Available in U.S.**

The *English Teaching Forum*, a quarterly journal for teachers of English as a foreign or second language, will be available in the United States beginning with the July 1980 issue. It may be ordered from the Government Printing Office, Superintendent of Documents, Washington, D.C. 20402. Check or money order should be made payable to the Superintendent of Documents. The price for a yearly subscription (four issues) is \$14.00; single issue, \$4.00. (When ordering, please use the complete name: *English Teaching Forum*. The designating code is: List ID-ETF.)

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Specialists in Applied Linguistics/Teaching of English as a Foreign Language are invited to apply for a program designed to improve the teaching skills of Chinese teachers of English in the People's Republic of China under the terms of the Cultural Agreement between the two countries.

Practicing teachers of English will be selected from various parts of China and brought together at one of its universities or teacher training institutes for intensive five-month sessions in which courses will be taught by the American grantees. There will be sixty participants in each group. The first session will be held from February through June 1980 at Beijing University. Several additional groups are scheduled for 1980-81 and for 1981-82. Chinese institutions for all groups have not yet been selected.

It is anticipated that each grantee will teach one session in the fall (September 1981 through January 1982) and a second in the winter and spring (February 1982 through June 1982). Activities between sessions are expected to include evaluation, preparation of program and materials, and possibly some travel within the country. One or more of the participants will be selected as team leader. Previous teacher training experience is required for all grantees. Some knowledge of Chinese is useful but not required.

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Award terms will include roundtrip travel for the grantee, a monthly stipend paid partly in *yuan* (an amount equivalent to approximately U.S. \$450) and partly in U.S. dollars (\$1050), health insurance, housing without cost, and transportation to and from work. There will be a pre-departure briefing in Washington, D.C.

If you are interested in applying for one of these positions, contact:

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Controlling the Velocity: A Sequitur

by T. Edward Harvey

Ed. Note: This article is a sequel to T. Edward Harvey's original article "Controlling the Velocity: A Sine Qua Non in Teaching Listening" (TESL Reporter 13, 2:30) and was stimulated by J. Donald Bowen's response (TESL Reporter 13, 4:71) to that article.

The question of language variation in its myriad of forms and levels is one that we as practitioners especially must not overlook. It's handy for me to separate language variation into categories. The first is linguistic. Within the linguistic domain, I contrast segmental characteristics with suprasegmental happenings and conditions such as rhythm, pitch, and velocity. The second category is defined by the socio-linguistic construct "register." Segmental and suprasegmental characteristics of speech will change according to the different sociological factors present in the environment where the speech is uttered. For example, Charles de Gaulle spoke at 75 words per minute (WPM) as he delivered his farewell address to the French people. But, he was clocked at speeds upwards of 200 WPM when trying to put a point across in a cabinet meeting.

Above the realm of the language characteristics lie the psychological factors which affect the L2 learner. In other words, another *sine qua non* for the L2 teacher is to realize that there are more things operating in the learning environment than just the L2 sounds themselves.

Importantly, Dr. Bowen brings out the points that: (1) speech varies according to the situation in which it is uttered; (2) it is psychologically satisfying to adult learners to be made aware of overt rules—their language acquisition usually improves if they know enough about the language to absorb the new rule—and (3) students will probably speak more accurately if they are made aware of how segmental and suprasegmental factors produce language variation.

The point that hopefully came out in this author's first article about rate-alteration is that L2 learning is affected by psychological factors which we can try to control. In the case of commercial lab tapes, we ask our students to do more than we do as native listeners in conversation. We ask them to listen without adequate processing time or enough pauses, etc., to comprehend the message fluently. Hence, a comment on the role of stress and anxiety in acquiring listening fluency in an L2 is again in order.

Anxiety, often brought on by task overload, can be a major deterrent to the learning of listening comprehension. This is particularly true for a person who is what psychologists call "field dependent." In our role as teachers, we must eliminate as much stress as possible from the learning environment. Greer (1972) has pointed out that when a student is task overloaded, errors increase and there is a tendency to revert to previously learned generalizations—in this case the learner's native language—rather than make specific identifications of the L2 sounds in question.

Technologists have made it possible for us to mechanically vary the language velocity so that we can, in part, eliminate the negative psychological effects of velocity on comprehension. The speech compressor-expander is offered as a tool to eliminate stress in the learning environment and enhance the students' chances of attaining native listening fluency.

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Conference Announcements

The Japan Association of Language Teachers (JALT) will sponsor the JALT International Conference on Language Teaching/Learning—1980, from November 22–24 at Nanzan Junior College, Nagoya. Over 700 participants from near and abroad are expected for the conference which will feature James Alatis (Georgetown University), Joan Morley (University of Michigan), Gertrude Moskowitz (Temple University), and Jack Richards (Chinese University, Hong Kong).

There will be over 80 presentations in the form of papers, workshops, and demonstrations, on relevant topics related to second language acquisition, during the three days.

For more information, contact Paul G. LaForge, English Department, Nanzan Junior College, Showa-Ku, 19 Hayato-Cho, Nagoya 466.

The International Conference on Foreign Language Education and Technology (FLEAT) will be held August 19-21, 1981 at the Hotel Okura in Tokyo. The conference is co-sponsored by the Language Laboratory Association of Japan (LLA) and the National Association of Learning Laboratory Directors (NALLD). The official language of the Conference will be English.

Advance registration for LLA/NALLD members is ¥ 10,000, and ¥ 13,000 for non-members. Abstracts of proposed papers for the Conference are due at LLA or NALLD headquarters by November 31, 1980.

LLA of Japan Headquarters
 Prof. Takashi Kuroda
 President of LLA of Japan
 President of International Conference
 Otsuma Women's University
 12 Sanbancho
 Chiyoda-ku, Tokyo
 Japan 102
 Telephone: Tokyo (03) 261-9841

NALLD Headquarters
 c/o Dale Lally, President
 Arts and Sciences Learning Lab
 Humanities 16
 University of Louisville
 Louisville, Kentucky 40208

The third national conference sponsored by the National Association for Asian and Pacific American Education (NAAPAE) will be held April 23, 24, and 25, 1981 at the Sheraton Waikiki Hotel in Honolulu, Hawaii. The theme for this year's conference is "Education and Change."

Possible topics for papers, workshops, and panel discussions include: ethno-pedagogy/learning styles/cross-cultural cognition; discrimination research/affirmative action programs; cross-cultural counseling; cross-cultural education; multicultural/bilingual education/ESL; ethnic studies in higher education; Pacific Island studies; adaptation and adjustment of recent newcomers; Indo-Chinese refugee education and employment; oral history; global education; aboriginal Hawaiian/Pacific Islander studies; Asian and Pacific literature; Asian and Pacific languages/culture/area studies; and program and student evaluation.

For further details contact:

Dr. Teresita Ramos, Conference Chairperson
 Department of Indo-Pacific Languages
 Spalding 461
 University of Hawaii
 Honolulu, HI 96822

A Selective TESL Bibliography

by Lynn E. Henrichsen

Last year, John Haskell, editor of the *TESOL Newsletter*, asked each of sixteen well-known ESL educators to provide a list of ten publications (although some were not able to limit themselves to that number) which they thought would be a practical beginning collection for an ESL/EFL teacher. Haskell also added his own list to the collection. These seventeen lists were then published in the December 1979 issue of the *TESOL Newsletter* under the title "A Bare-Bones Bibliography for Teachers of ESL."

As might have been expected, there was a considerable amount of repetition in the lists. Forty-four of the 135 titles listed were recommended by at least two different people, and twenty-six appeared on the lists of three or more recommenders. Seven different publications—those by Allen and Campbell, J.D. Bowen, C.C. Fries, D. Harris, L.G. Kelly, Leech and Svartvik, and Prator and Robinett—were recommended by four of the seventeen TESL professionals. A few titles appeared on more than four lists: Earl Stevick's *Memory, Meaning and Method* (five lists), Paulston and Bruder's *Teaching ESL: Techniques and Procedures* (six), and Betty Wallace Robinett's new methods text *Teaching English to Speakers of Other Languages: Substance and Technique* (seven). Rivers and Temperley's *Practical Guide* topped all other recommended titles by appearing on nine of the seventeen lists.

A number of TESL "classics" also received numerous recommendations. Foremost among them were Fries' *Teaching and Learning English as a Foreign Language*, originally published in 1945; Jespersen's *How to Teach a Foreign Language*, which celebrates its seventy-sixth anniversary this year; and Harold E. Palmer's *The Principles of Language Study*, which first appeared in 1921.

The list below has been compiled from those titles which appeared in Haskell's article. However, they are presented here

in a different fashion. The present list presents the recommended publications alphabetically, by the authors' surnames. In this way, the duplication of titles is eliminated and the task of locating a particular title and determining which and how many of Haskell's experts recommended it is facilitated. The initials of those who recommended a publication follow each entry in the bibliography. The initials and names of those whose recommendations were used to produce this bibliography are listed below:

BS	Bernard Susser
CBP	Christina Bratt Paulston
DK	Don Knapp
DL	Darlene Larson
ES	Earl Stevick
JB	Jean Bodman
JDB	J. Donald Bowen
JH	Jayne Harder
JFH	John F. Haskell
JR	Jack Richards
MF	Mary Finocchiaro
RC	Ruth Crymes
RY	Richard Yorkey
TB	Tom Buckingham
TP	Ted Plaister
VA	Virginia French Allen
WRL	W.R. Lee

In compiling the list, an attempt was made to locate complete bibliographical information for each entry even though it was not always provided in the original lists. Although this effort met with success for the most part, there are still a few entries with incomplete bibliographical information.

Abbs and Sexton. *Student's book for the Challenges course*. London: Longman. (ES)

Alexander, L.G., W. Stannard Allen, R.A. Close, and R.J. O'Neill. 1970. *English grammatical structure: a general syllabus for teachers*. London: Longman. (TP)

- Allen, Harold B. and Russell N. Campbell (Eds.). 1972. *Teaching English as a second language*. New York: McGraw-Hill. (JH, JR, BS, JDB)
- Allen, Patrick. 1977. Structural and functional models in language teaching. *TESL Talk* 8, 1:5-15. (JR)
- Allen, E.D. and Valette, R.M. 1972. *Foreign language and English as a second language classroom techniques*. New York: Harcourt Brace Jovanovich. (CBP)
- Asher, James J. and C. Adamski. 1977. *Learning another language through actions: the complete teacher's guidebook*. Los Gatos: Sky Oak Productions. (BS)
- Bernardo, Leo U. and Dora F. Pantell. 1966. *English: your new language*. Morristown, N.J.: Silver Burdett. (VA)
- Bibliography of Handouts*. Available from the Adult Education Resource Center, Jersey City State College, Jersey City, N.J. 07305. (JB)
- Billows, F.L. 1961. *The techniques of foreign language teaching*. London: Longman. (WRL)
- Boatner, Gates, and A. Makkai. 1975. *A dictionary of American idioms*. Woodbury, New York: Barrons. (JH)
- Bowen, J. Donald. 1975. *Patterns of English pronunciation*. Rowley, Mass.: Newbury House. (MF, RY, BS, JDB)
- Bright, J.A. and G.P. McGregor. 1970. *Teaching English as a second language*. London: Longman. (CBP, WRL)
- Broughton, B., C. Brumfit, R. Flavell, P. Hill, A. Pincas. 1978. *Teaching English as a foreign language*. London: Routledge and Kegan Paul. (WRL, JR)
- Brown, H. Douglas. 1980. *Principles of language learning and teaching*. Englewood Cliffs, N.J.: Prentice-Hall. (JH)
- Burt, M.K., H. Dulay and M. Finocchiaro (Eds.). 1977. *Viewpoints on ESL*. New York: Regents. (JH)
- Byrne, Donn. 1976. *Teaching oral English*. London: Longman. (RY)
- Cazden, Courtney B., Vera P. John and Dell Hymes (Eds.). 1972. *Functions of language in the classroom*. New York: Teachers College Press. (RC)
- Celce-Murcia, M. and L. McIntosh (Eds.). 1979. *Teaching English as a second or foreign language*. Rowley, Mass.: Newbury House. (JDB)
- Chastain, Kenneth. 1976. *Developing second-language skills: theory to practice* (2nd ed.). Chicago: Rand McNally. (BS, CBP, JDB)
- Clark, Mark and Sandra Silberstein. Towards a realization of psycholinguistic principles in the ESL reading class. *Language Learning* 27, 1:135-154. (JR)
- Close, R.A. 1977. *English as a foreign language* (2nd ed.). London: George Allen & Unwin, Ltd. (JR, JH)
- Close, R.A. 1975. *A reference grammar for students of English*. London: Longman. (JR)
- Corder, S.P. and J.P.B. Allen. 1974. *The Edinburgh course in applied linguistics, Vol. 2, papers in applied linguistics*. London: Oxford University Press. (JR, CPB)
- Corder, S.P. and J.P.B. Allen. 1974. *The Edinburgh course in applied linguistics, Vol. 3, techniques in applied linguistics*. London: Oxford University Press. (JR, JH)
- Coulthard, Malcolm. 1977. *An introduction to discourse analysis*. London: Longman. (TP, RC)
- Croft, Kenneth, (Ed.). 1972. *Readings on English as a second language*. Cambridge, Mass.: Winthrop Publishers. (BS, JDB)

- Crowell, Thomas L. 1964. *Index to modern English*. New York: McGraw-Hill. (JH, DL, CBP)
- Curran, Charles A. 1976. *Counseling-learning in second languages*. Apple River, Ill.: Apple River Press. (JB, BS)
- Dacanay, Fe R. 1963. *Techniques and procedures in second-language teaching*. (J.D. Bowen, Ed.). Quezon City: Phoenix Press. Reprinted and distributed by Oceana Press, Dobbs Ferry, N.Y. (RY, JDB)
- Dale, Edgar and Joseph O'Rourke. 1976. *The living word vocabulary: the words we know*. Elgin, Ill.: Dome Press. (VA)
- Danielson, Dorothy and Rebecca Hayden. 1973. *Using English, your second language*. Englewood Cliffs, N.J.: Prentice-Hall. (JDB)
- Diller, Karl Conrad. 1978. *The language teaching controversy*. Rowley, Mass.: Newbury House. (ES, RC, JH)
- Dixon, Robert J. 1956. *Regents English workbook* (Vols. 1 & 2). New York: Regents. (JH)
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- Dunlop. *Practical techniques in the teaching of oral English*. Stockholm: Almquist and Wiksell. (WRL)
- Dykstra, G., R. Port and A. Port. 1966. *Ananse tales*. New York: Teachers College Press. (DL)
- Finocchiaro, M. and S. Sako. 1979. *Foreign language testing*. New York: Regents. (MF)
- Finocchiaro, M. and M. Bonomo. 1973. *The foreign language learner: a guide for teachers*. New York: Regents. (MF)
- Finocchiaro, M. 1969. *Teaching English as a second language*. New York: Harper and Row. (WRL)
- Finocchiaro, M. 1974. *Teaching English as a second language: from theory to practice*. New York: Regents. (JH, TB, JDB)
- Foss, Donald J. and David T. Hakes. 1978. *Psycholinguistics: an introduction to the psychology of language*. Englewood Cliffs, N.J.: Prentice-Hall. (TP)
- Frank, Marcella. 1972. *Modern English*. Two Volumes. Englewood Cliffs, N.J.: Prentice-Hall. (JDB)
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- Valette, Rebecca M. 1977. *Modern language testing* (2nd ed.). New York: Harcourt Brace Jovanovich. (TP, JH)
- Van Ek, J.A. 1977. *The threshold level of modern language teaching in schools*. London: Longman. (JB, DK, RY)
- Via, Richard A. 1976. *English in three acts*. Honolulu: The University Press of Hawaii. (TP, RC)
- Webster's new collegiate dictionary*. 1977. Springfield, Mass.: G. & C. Merriam. (JDB)
- Webster's new world dictionary*. 1975. New York: Collins. (JDB)
- West, Michael. 1960. *Teaching English under difficult circumstances*. London: Longman. (TB)
- Widdowson, Henry G. 1978. *Teaching language as communication*. London: Oxford University Press. (TB, JR, RC)
- Wilkins, D.A. 1972. *Linguistics in language teaching*. Cambridge, Mass.: The M.I.T. Press. (JH)
- Wilkins, D. 1977. *Notional syllabuses*. London: Oxford University Press. (JR)
- Wilkins, D. 1974. *Second-language learning and teaching*. Philadelphia: International Ideas. (WRL)
- Yorkey, Richard C. 1970. *Study skills for students of English as a second language*. New York: McGraw-Hill. (VA)

Did you know that foreign student enrollment in the United States schools appears to be increasing at more than 10 percent a year? In its April, 1980 Newsletter, NAFSA (National Association for Foreign Student Affairs) reported that there were 263,938 foreign students studying in 2,504 American colleges and universities. In addition, about 13,000 students were taking intensive English courses. The 1979-80 academic year's figure is estimated to be at least 300,000, with the 1980-81 projections to be about 330,000.
