Reporter Focuses On Hawaii, Pacific

TESL Reporter is a publication of the English Language Institute and the Bachelor of Arts in Teaching English as a Second Language (BATESL) program of The Church College of Hawaii located in the windward community of Laie. The central focus of this publication is upon the methods and problems of TESL, mostly in Hawaii and in the Pacific Basin. Subsequent issues will contain practical lesson plans,

CCH Purchases $15,500 Laboratory

A new thirty position language laboratory has been purchased from Harkan Hawaii, Inc. at a total cost of $15,500 for use of the Modern Language and English Language Institute programs at The Church College of Hawaii.

The former laboratory equipment is to be installed near its former site as an information retrieval center.

One of some fourteen such labs in Hawaii, The Church College laboratory will feature dual-channel magazine recorders which are audio-active, providing students with respond and compare features while eliminating the usual "reel" problems so characteristic of open tape recorders.

news of the ELI and BATESL programs of Church College and of other institutions, articles on language and pedagogy, short papers by BATESL candidates, language news of Hawaii and the South Pacific, and other relevant articles of general interest.

It is intended that this publication will circulate throughout the Educational System of the Church of Jesus Christ of Latter-day Saints and among English teachers in the Hawaiian islands and elsewhere.

Articles relevant to language teaching and TESL may be sent to William Conway, Box 25, The Church College of Hawaii, Laie, Hawaii, 96762. Manuscripts should be double spaced and typed, not exceeding three pages.

New Degree In TESL

Recognizing that the teaching of English to foreign students requires special training, the Church College of Hawaii has developed what is believed to be the first undergraduate program leading to a degree in teaching English as a second language. Beginning this fall semester the first candidates for this degree will enroll in the program.

The proposed curriculum for the BATESL degree includes a composite of emphasis on English, speech, linguistics, and history.

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STAFF

Proposed BATESL Curriculum

(Continued from page 1)

Eng. 215	Factual & Creative Writing	2
Eng. 221	English Grammar	3
Eng. 251	Critical Intro. to Lit.	3
271/272	Masterpieces of Eng. Lit.	3
355/356	World Classics	3
361/362	Masterpieces of Amer. Lit.	3
Sp. 360	Phonetics	2
Lin. 300	Intro. to Linguistic Sci.	3
Lin. 400	Descriptive Linguistics	3
Hist. 350	Oceania	
	(Student must take an anthropology or his- tory course that will	
Hist. 341	Asia II give cultural back- ground to the inten- ded teaching area.)	3
Eng. 490B	Seminar--Extended reading in TESL	2
Electives	(In English, Speech, History and Anthropology)	4
	Total	34

Students will also take two spec-
ialized TESL courses while com-
pleting the requirements of the ed-
ucation department: Education 346,
Observation and Participation; and
Education 466, TESL Methods and
Materials.

It is expected that many teachers
who have previously graduated will
want to take advantage of individual
classes to further develop their pro-
ficiency in this key area in Pacific
and Hawaiian education.

Noted Linguists To Visit CCH

Distinguished linguists from the
Mainland and abroad attending the
National Council of Teachers Of
English pre-convention workshop in
teaching English as a second lan-
guage will spend the final day of
the three day conference, Novem-
ber 22, at The Church College of
Hawaii and the Polynesian Cultural
Center. One of the main purposes
of their visit will be to discuss and
evaluate the new BATESL program.

According to Dr. Gerald Dkystra
of Columbia University and the Uni-
versity of Hawaii, chairman of the
workshop , the BATESL program
and the college will be used as
a laboratory situation in which the
visiting linguists will attempt to set
up what they believe would be an
ideal program for the Church Col-
lege and other institutions interes-
ted in training teachers of English as
a second language. Recommenda-
tions are expected as to the con-
tent, materials, and the overall
conception of such a program.

Among those visiting Laie will
be Dr. Robert Lado, Dean of the
School of Language and Linguis-
tics at Georgetown; Dr. Edward
M. Anthony, Chairman of the Ling-
uistics Department at the Univer-
sity of Pittsburg; James Atatis,
Chairman of the newly formed TESL
Society; and Dr. Sittler, Chairman
of MATESL and Director of the
English Language Institute at the
University of Hawaii. Over thirty
delegates are expected to attend the
meetings.

In the late afternoon and evening
following the CCH sessions, the en-
tire group as guests of The Church
College of Hawaii will tour the Poly-
nesian Cultural Center and attend
the evening show.

By: William Conway

An Approach To The [I] [i] Contrast *

Lesson one is directed towards Polynesian students who have difficulty in recognizing and producing the contrast between [I] and [i] (see International Phonetic Alphabet). The basic premise of the lesson is that a student must learn to recognize a sound before he can produce it.

Lesson 1:

1. Pronounce "pick" and "peak" several times. Show pictures of the two objects to emphasize the fact that two different meanings are involved.

2. Place two columns of words on the board. Those in column A should be known sounds and those in column B the new sound. Read all the words in column A and then in column B before reading them in pairs to emphasize the contrast.

A	B
ease	is
sleep	slip
eat	it
leave	live
beat	bit
feet	fit

3. Describe the new sound. Emphasize the difference in tenseness and the height of the tongue. Use the teacher as an audio-visual aid. Demonstrate the change in facial feature and show the position of the tongue. The latter can be done with a pen or pencil. Further

develop the student's concept through the use of an articulation diagram. See Fig. 1

1. beat
2. bit
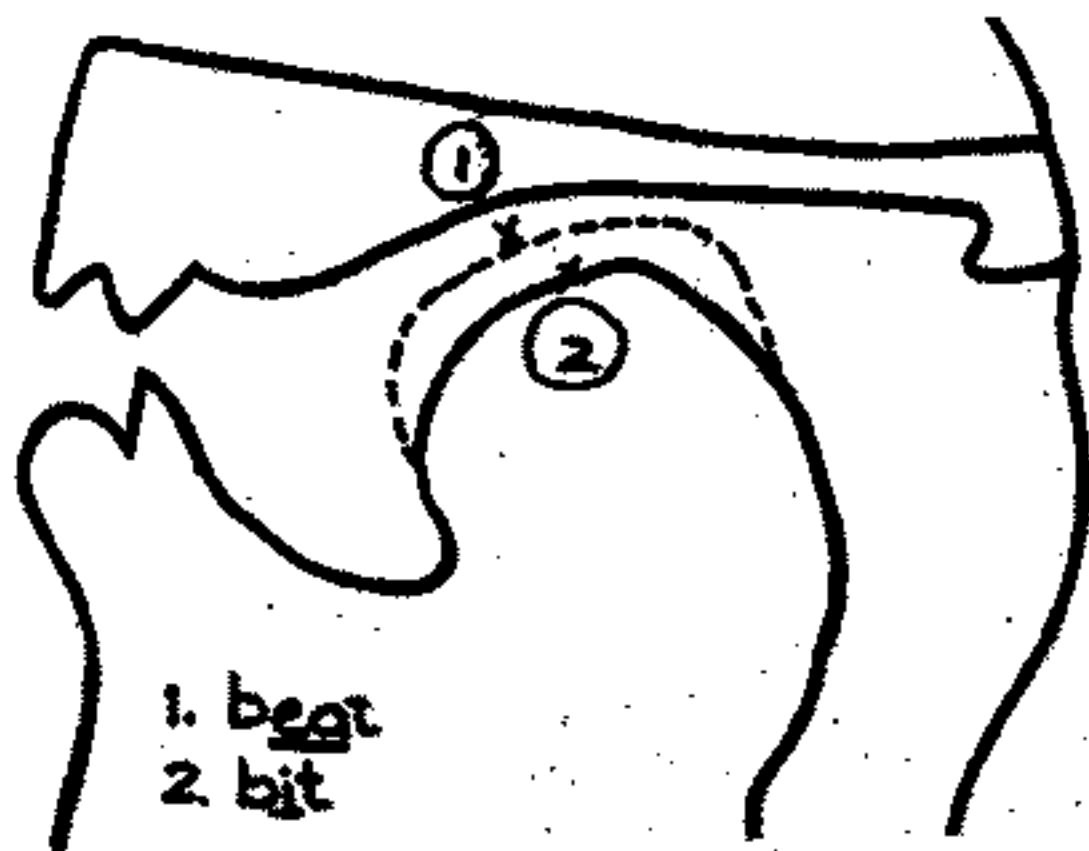
(Fig. 1)

4. Repeat the minimal pair contrasts used in step 2. If the students seem to recognize the difference in the sounds, go on to step 5, if not, repeat steps 2 and 3.

5. Recognition Exercises: Utilize the two columns of minimal pairs previously placed on the blackboard. Use the following three exercises in the order given; leave out B if it proves too complicated for the students.

a. Same or Different: Repeat a minimal pair contrast or the same twice, asking the students to say "same" or "different." For example: ease/ease, ease/is

b. Same or different with three words: Ask the students to identify which two of three words are the same. Use hand signals or the numbers 1, 2, 3. Bit, bit, beat would be a 1, 2 sequence. As a variation ask the students to identify the one of the three that is different; this seems easier to handle and explain with some groups.

c. A or B? Referring once again to the minimal pairs on the black-

* This is the first of a series of lesson plans that will be featured in the TESL Reporter. Mr. Conway is the director of the English Language Institute at the Church College of Hawaii with four years of TESL experience here in Hawaii and in American Samoa. Manuscripts for this feature are needed. Submit your favorite for consideration.

board, repeat the words and ask the students to indicate which column a word is from. Mix up the sequence in such a way that the student must depend upon his knowledge of the sound rather than the pattern. Experiment by turning your back to the class; some students recognize the change in this pair through the external change in the mouth position. The student may signal his choice through hand signals or by giving the letter above each column.

6. Production

Exercise A: Referring to the two columns of words once again, direct the students to repeat the word in column B -- the new form -- when you say a word in column A. In addition, if you say the word in column B the student should simply repeat the word.

Exercise B: Model the words once more and have the students repeat after you. Now ask them to repeat the pairs to a neighbor who will in turn attempt to say them back.

Justification For The Approach

Minimal pairs are an excellent teaching device because they illustrate the phonemic system of the target language, the contrast used by the native speaker to distinguish different words.

Steps 1-4 are necessary to develop in the student's recognition of the sound. Once he can recognize the difference he has the foundation for learning to produce the sound. To the young Samoan student "eat" and "it" will sound identical until his ear is trained.

The use of a picture in step one and also in step two (where possible) will help to develop the student's concept of the differing meaning of the two words. He must be convinced of the importance of the difference or it may not seem worth learning.

In step 4 the tense/lax condition of the mouth and the height of the tongue are the only two features that can readily be described and taught to the student. The picture helps to get the point across, particularly to those students that only understand part of what the teacher says.

The student's skill in recognizing these sounds must be developed before production can be expected, hence the fifth step. All three exercises require the student to listen closely and carefully. The game-like element of this exercise is attractive to the students. These exercises give the teacher an accurate measure of the student's readiness to go on to production.

Exercise A in the sixth step gives the student opportunity to repeat the new form in a variety of circumstances that will keep him interested and develop his skill in production. (It would be well to preface this exercise by class concert recitation of the minimal pairs.) Exercise 6A gradually makes the student less dependent upon the teacher as a model.

Exercise B takes the student completely away from his model, the teacher. He now has an opportunity to practice--to produce--what he has been learning. His study partner can also be of some assistance if problems still exist.

Possible Weaknesses

The minimal pairs introduce -c endings which are not found in Samoan. None of the consonants used in the exercise are new to the student; all are found in his own language.

The student needs more work on production, particularly in phrases and in sentences. This doesn't seem possible in a 15 minute lesson.

By: Alice Pack

Native Language Environment Is Source Of Confusion

It has long been recognized that literal translating from one language to another is impossible. Even when one language vocabulary becomes a problem because of environmental distinctions, such concrete nouns as "table" or "desk" suggest different objects to each of our several sub-cultures--to one a low flat table just six inches from the floor, to another a long damask covered banquet table, to another a folding card table, etc. depending on the experiences of the hearer.

Even such apparently simple and obvious words as "yes" or "no" may have different meanings from those we are accustomed to. This is particularly true in English in comparison with pidgin, oriental, and Polynesian and Melanesian languages. When teachers often fail to recognize this difference, they feel that students can't understand a simple "yes' or "no" and, hence, underestimate the student's ability; at the same time, students are often discouraged when they fail to understand clearly and make a wrong response. Students often give up and decide that English is an impossible language to learn. There have been many Polynesian students at The Church College of Hawaii from high schools in the South Pacific who have not recognized these differences.

The use of "yes" and "no" in English (the "Ioe" of Samoan and the "Io" of Tongan) and in Polynesian languages is easily understood if one realizes the following: In Polynesian languages the "yes" and "no" refer to the meaning of the preceding utterance, and indicate the speaker's opinion of its correctness. For example, Tongan "Io" means "What you've just said is right;" "ikai" means "What you've said is wrong;" if a speaker says "He hasn't come, has he?" the answer is "Yes, he hasn't."

In English "yes" and "no" normally refer to the structure of the answer and indicate the speaker's intention of making a positive or negative statement. Thus an English "yes" is used regardless of the previous statement if the affirmative is indicated; "no" is the response if it is negative.

The answer in English depends

Institute Director On Sabbatical

Ishmael Stagner, Director of the English Language Institute at The Church College of Hawaii for the past five years, left recently on a sabbatical leave to work on a Doctorate of Education at Brigham Young University in Provo, Utah.

"Ish" and his wife, Carmen, and new daughter, plan to spend one or two years on the Mainland to complete the degree before he returns to the teaching profession.

During his five years as director, he saw the Institute grow from an idea into a solid four-step sequence of classes that provide foreign students an opportunity to improve their English proficiency before launching themselves on the stormy (for them) seas of the English Department. The Institute now employs two full-time staff members and additional part-time staff as the need arises.

entirely on the situation rather than the previous utterance as it does in Polynesian languages. This distinction should be clearly explained and demonstrated in the first English lessons and periodically reviewed throughout the years of English study.

In the lower grades many Engish patterns might be introduced through songs and games. At present the Hawaii Curriculum Center is carrying on an experimental program with songs as one of its phases. As an interesting approach to the English "tag question" is the little ditty below.

The children demonstrate the situation through body actions. The teacher might present picture or stick drawings depicting various situations and students might sing the answers. Note that the intonation pattern is followed with "Yes, it is." and "No, it's not." giving normal timing and inflection.

"Language Master" On CCH Campus

The new Bell and Howell language Master will make its first appearance on The Church College campus during fall semester. Six units have been ordered for use in the English Language Institute, Modern Language Department, and the Speech Department. Extensive use is planned for remedial work in the intensive program of the ELI. The Winter 1967 issue of the TESL Reporter will contain an evaluation of the successes of the machines in teaching English as a second language.

3 Steps To Sounds

There are three essential steps in teaching your students to make sounds. They must be able to 1) Hear the sound, 2) Identify the sound, 3) and Produce the sound.

ISN'T IT

It's raining isn't it?   isn't it?   Yes, it is. . / No, it's not.

It's not raining is - it?   is - it?   Yes, it is. / No, it's not.

Calif. to Use TESL

Beginning in the fall, California schools will be allowed to teach Mexican-American youngsters in Spanish, with English taught as a second language until the third or fourth grade. This is expected not only to help the children to understand the subject matter better, but to remove the psychological stigma of being made to feel that their own language is "bad."
Saturday Review July 1967, p. 65

'Correctness'

The only "correctness" there can be in any language is the actual usage of the native speakers of that language. In learning English one must attempt to imitate exactly the forms, the structures, and the mode of utterance of the native speakers of the particular kind of English he wishes to learn.

Fries, Teaching & Learning English As A Foreign Language

The Origin Of Language -- A Puzzle With Missing Pieces

What is the origin of languages? Did it by an evolutionary process evolve from a series of grunts? Did language perhaps begin with Adam and Eve speaking some sort of Hebrew in the Garden of Eden? Many theories have been advanced-- some amusing, some thought provoking, some simply ridiculous-- but all suffer from the same malady, a lack of documentary evidence.

Five of the best known theories enjoying some currency at the present time are the "bow-wow," "ding-dong," "pooh-pooh," "ta-ta," and "ye-he-ho" theories. The "bow-wow" theory holds that language began as an imitation of sounds occurring in nature, such as a dog barking. The "ding-dong" theory sustains that there is a mystic correlation between sound and meaning. The "pooh-pooh" theory is to the effect that language at first consisted of yells of surprise, fear, pleasure, pain, etc. The "yo-he-ho" theory holds that language arose from grunts of physical exertion. The "ta-ta" theory that language comes from imitation of bodily movements is the last of the list and it apparently originated with Charles Darwin.[1] Charlton Laird in The Miracle of Language says

the unusual names are the result of satiric name calling by rival theorists.[2]

The range of speculation is well illustrated with the following examples from Mario Pei's The Story of Language. "Even as late as the seventeenth century, a Swedish philologist seriously maintained that in the Garden of Eden, God spoke Swedish, Adam Danish, and the serpent French, while at a Turkish linguistic congress held in 1934 it was seriously argued that Turkish is at the root of all languages, all words being derived from 'gunes,' the Turkish word for 'sun,' the first object to strike the human fancy and demand a name.[3]

That language did evolve from a primitive form such as was suggested in paragraph two seems logical and even theoretically necessary. Written records dating back over to 3000 B.C. have shown us that much linguistic change and development took place in this period of time. One can then hypothesize that in the eons of time before the invention of writing, similar changes may have affected a primitive language of grunts or other sounds

and through the years a more sophisticated system gradually evolved. Anthropologists desiring to prove such a theory have sought evidence by attempting to locate a primitive language. They found that even among the most primitive Australian aborigines that language was relatively elaborate and sophisticated. One still seems dependent upon some theory, however, that involves an evolutionary process of language development, however long ago the historical beginning may have been.

Laird suggests that even though we don't know what happened in the early years of language certain conclusions can be drawn upon what we do know of documented language history. "The languages of the world fall into linguistic groups, which are parts of linguistic families, which belong to tribes of families, so that all languages appear to have descended from one universal parent language." Even this statement might be properly labeled as a "guess."

What is the origin of language? The only honest answer apparently is that no one knows and probably no one will ever know. Because the origin of language antedates writing by so many years, actual evidence will probably never be found to answer the question.

Footnotes:

1. Mario Pei, The Story of Language (Philadelphia, 1949) p. 15
2. Charlton Laird, p. 24
3. Pei, p. 15
4. Laird, p. 24

CCH'ers Train Corps Volunteers

Twenty-eight Tongan and Samoan students from The Church College of Hawaii have been hired by the Peace Corps on the island of Molokai as language instructors for over 150 Peace Corps Trainees headed for Western Samoa and Tonga. Each instructor teaches a group of six to eight students, four hours daily, using an intensive oral drill procedure.

Language material for the intensive classes is being prepared by Professor Eric Shumway of The Church College of Hawaii and Professor Ray L. Baird of the Linguistics Department of Brigham Young University. Both men are returned missionaries of The Church of Jesus Christ of Latter-day Saints and have spent two years living among the people of either Samoa or Tonga.

TESL REPORTER

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