

TESL

Teaching English as a Second Language

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Terminal Behavior and Language Teaching

By Dr. J. Donald Bowen, UCLA

In modern education one often hears of the concept 'terminal behavior.' This is a term supplied from the field of psychology, a term which reflects the belief that the measure of any successful educational activity is the degree to which the student's behavior is modified. To what extent does he do or can he do things he did not or could not before the lessons were presented.

The term fits comfortably in second-language teaching, where we wish to influence the behavior of students by enabling them to communicate effectively in a medium other than their native language. The extent to which they can do this can be measured and evaluated as a reflection of the effectiveness of the teaching (plus

whatever aptitude and motivation the student brings to the classroom).

Knowing what terminal behavior we seek should be useful in the design of our teaching. We should select and arrange activities that lead directly to the acquisition of the re-

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quired behavior. The trouble is we do not know explicitly what sequence of activities does lead to the skill of communicating effectively in a new language.

We observe that all normal human infants in a socially typical environment do learn their mother tongue, but we also know that this experience cannot be recreated for a teenager or an adult. Natural language learning seems to be possible only with the optimum combination of age and circumstance.

The desired terminal behavior in a second language is communication within a relevant range of experience, ideally the same range the student commands in his first language. But obviously for a non-infant this is a highly developed and complex pattern of behavior involving physiological and neurological coordinations that

(Continued on page 6)

Contents

Terminal Behavior-Language Teaching by J. Donald Bowen	Page 1
NCTE Study Group Examines Program	Page 2
Teaching and Testing by Ted Plaister	Page 3
Tongan and Samoan 'Fai' Contrasted with English 'Do' and 'Make' by Alice C. Pack	Page 5
Master Teaches Vocabulary	Page 7
Harold Allen Briefed On BATESL	Page 7
Dr. Charles Fries Honored	Page 8

NCTE Study Group Examines TESL Training Program

The National Council of Teachers of English (NCTE) Pre-Convention Study Group in Teaching English as a Second Language met at The Church College of Hawaii and the Polynesian Cultural Center, November 22, 1967, to discuss and evaluate the curriculum of the college's new undergraduate program in TESL.

The Church College of Hawaii in Laie offers what is believed to be one of the first undergraduate degree programs in teaching English as a second language found in the United States. The school's enrollment includes many students from the South Pacific and Asia.

Third Day in Laie

Under the direction of Dr. Gerald Dykstra of the University of Hawaii Department of Speech, chairman of the study group, the three day session for over forty visiting linguists and teachers from the United States and abroad met for the first two days

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Articles relevant to teaching English as a second language in Hawaii, the South Pacific, and Asia may be submitted to the editor through Box 127, The Church College of Hawaii, Laie, Hawaii, 96762. Manuscripts should be double spaced and typed, not exceeding three pages. Deadline for the spring edition is March 1, 1968.

at the University of Hawaii before traveling to Laie for the third day.

Following a bus ride from town which included an informal introduction to Hawaii, Laie, and The Church College of Hawaii by Dr. Wayne Allison, Chairman of the Language Arts Division of The Church College, the group was greeted and welcomed by President Owen J. Cook.

BATESL Program Presented

The BATESL program was presented by William D. Conway and Alice C. Pack of the English Language Institute. Following a short question and answer session, four basic subject areas were selected for discussion in smaller groups. "Methods of Teacher Training and the Use of Tutorials in BATESL program" was discussed in a group led by Dr. William F. Marquardt of the College of Education of the University of Illinois. Dr. Gerald Dykstra led a group discussing "Procedures for Evaluating the Success of a TESL Program."

"The Content of a TESL Methods Course" was discussed in a group led by Dr. Francis C. Johnson, Chairman of the English Department of the University of New Guinea. Richard Port of the Hawaii Curriculum Center led a discussion on the "Content of Three Core Courses in the BATESL Program."

Luncheon-Tours

Following reports of the findings of each discussion group, luncheon was served in the college faculty dining room. After brief side tours of the campus and the grounds of the Laie LDS Temple, the group re-assembled in the councilhouse of the Tongan Village in the Polynesian Cultural Center.

Located near the college, the Polynesian Cultural Center is a vast complex of authentic villages representing the cultures of Samoa, Tonga, Fiji, New Zealand, Hawaii, and Tahiti.

The aims, goals, objectives of a TESL program were discussed by

(Continued on page 4)

Teaching and Testing

By Ted Plaister, University of Hawaii

Language teachers do a lot more testing of their students than they realize. This is especially true of beginning teachers. It is suggested here that what is needed is more teaching and less testing. Further, teachers need to be aware of when they are teaching and when they are testing.

This is not to imply that testing is of itself undesirable. Nor am I referring to regularly scheduled weekly quizzes, mid-term examinations, finals, etc. What is being discussed here is the testing that goes on during the daily lesson.

For example, if a teacher uses a drill exercise such as the following slot substitution practice, is this teaching or testing?

T: Mary had a little lamb. Goat.

Ss: Mary had a little goat. (Expected response.)

T: Sam.

Ss: Sam had a little goat.

T: Big.

Ss: Sam had a big goat.

I submit that this drill, if presented as above, is a test. It tests the students' ability to fit the cue words into the proper positions.

Instead of the above, suppose the teacher uses an approach such as this:

Class listen: Mary had a little lamb.
 Mary had a little goat.
 Sam had a little goat.
 Sam had a big goat.
 etc.

Now repeat these sentences after me:

Mary had a little lamb.
 Mary had a little goat.
 Sam had a little goat.
 Sam had a big goat.

This is teaching. Notice that the teacher is presenting a live model for the students to hear. The students are being afforded the opportunity to hear the utterances many times. They are then given a chance to repeat the sentences in imitation of the teacher. (It could be argued that even this is a form of testing, but for our purposes we won't consider it as such.) Finally, the test itself is taught. Then the students are tested to see if they can fit the words in the correct positions. A teaching situation has been built up to a testing one.

This teaching/testing dichotomy need not be restricted to pattern practice type exercises. The same rationale applies to pronunciation drills. Asking students during a minimal pair exercise to indicate which word is being said before they have had adequate time to learn to hear the differences is surely another example of testing. Even if lists of minimal pairs are put on the chalkboard, the teacher indicates with his hand just which word it is he is saying. The students are given the opportunity of listening many, many times before being asked to discriminate one word form another in a testing situation.

How many times are students asked to listen to a particular line of a dialogue before they are called upon to repeat it? Have they heard it first so many times that it is ringing in their ears? Or has the teacher been content with a couple of modelings before starting the testing? (And isn't it a test of sorts to ask the students to repeat the line of a dialogue?)

There are too many failures in foreign language learning. Everyone has learned at least one language. Is it really so difficult to learn another? Perhaps the failures are due, in part, to too much testing and not enough teaching.

Mr. Plaister is Assistant Director of the English Language Institute, University of Hawaii, Honolulu, Hawaii.



Dr. Gerald Dykstra discusses aims, goals, objectives of TESL in an afternoon session of the NCTE Pre-Conven-

tion Study Group on TESL meeting in the Tongan Village of the Polynesian Cultural Center, Laie, Hawaii.

NCTE Group at CCH --

(Continued from page 2)

Dr. Dykstra in the first afternoon session. He suggested that teachers often make far-reaching goals but sometimes fail to realize them for lack of continuing program evaluation.

Checking Immediate Goals

If a program is broken down into months, weeks, days, hours, and even minutes it is possible, suggested Dykstra, for the teacher to check at any time to see if immediate goals are being achieved which will, in turn, lead to a much greater chance for overall success in achieving long term goals.

In an earlier session in Honolulu, Dr. Dykstra and Dr. Johnson pointed out that English is taught through pattern practice, controlled composition, substitution drills and in many other ways. They suggested the possibility and the value that might come from a curriculum that is centered on language learning through actual communication situations.

In-Service Training Probed

The final session of the day was a discussion of the possible content and feasibility of short in-service training projects for teachers. Of particular concern was the proper amount of information that could be presented in such a short time and still influence teacher effectiveness in the classroom.

After a tour of the grounds of the Polynesian Cultural Center, a Polynesian feast, and the evening show, "Magic of the Islands," performed by Church College students, the group returned by bus to Honolulu.

Early Session Talks

Earlier sessions of the Study Group held in Honolulu included talks by Dr. Huber Ellingsworth on "The Meaning of Cross Cultural Communications," and Dr. Rudy Troike on "TESL and Non-Speech." Panel discussions centered on the speeches and two additional presentations on "A Model for Curriculum Design," and "TESL Materials Development and the Hawaii Curriculum Center."

Tongan and Samoan 'Fai' Contrasted With English 'Do' and 'Make'

By Alice C. Pack, Church College of Hawaii

In the first issue of the TESL Reporter the problem of literal translation from some language to another was discussed. The different meanings of "yes" and "no" in some English structures were contrasted with the "io" and "ikai" of Tongan and the "ioe" and "leai" of Samoan. In this issue the differences in the common verbs "do" and "make" in English and their Tongan and Samoan counterpart "fai" will be discussed.

In these Polynesian languages "fai" is usually translated "do" or "make". Both English questions "What are you doing?" and "What are you making?" are translated exactly alike,* using the verb "fai", "Ko e ha ho'o me'a 'okufai? (Tongan) and "Po'o 'a au me'a o lo'o fai?" (Samoan). There is no distinction in meaning here as there is in the English language.

In teaching English to Samoan and Tongan speakers it will be necessary for the teacher to explain that asking the question 'what is being done' or 'what is taking place' requires two different verbs to cover what is a single construction in the Tongan and Samoan languages. The first one "make", is used when the response will be a noun or a specific object. The other "do" is used when the answer is another verb--with or without a noun object.

Examples:

"What are you making?"

"A tiki." or "I'm making a tiki."

"A canoe." or "I'm making a canoe."

"What are you doing?"

"I'm eating." or "I'm eating my dinner."

"I'm reading." or "I'm reading a book."

"I'm making a canoe."

"What are you doing?" could never be answered in English by "A book," "A canoe," "A tiki," etc. Note that the "I'm making a canoe" might be the response to either question because the answer is another verb with a noun object. However with the question "What are you making?" the only verb that could be used in the response is "making."

In English "do" can stand for any other verb (including make) and in the construction "What are you doing?" the "do" usually stands for other non-identified verbs. There are, however, a few nouns and verbals which can be the object of the verb "do" itself, such as "homework," "exercises," "the washing," etc. These answers usually denote a fulfillment of responsibility or completion of a task rather than the specific created objects which are necessary with the verb "make."

Examples:

What are you doing?"

"My homework." or "I'm doing my homework."

"My exercises." or "I'm doing my exercises."

"The washing." or "I'm doing the washing."

This distinction should not be too confusing when teaching these English constructions if one remembers that all verbs are repeated or implied in answer to a direct question. "What are you reading?" "A book." or "I'm reading a book." "What are you making?" "A canoe." or "I'm making a canoe." "What are you doing?" "My homework." or "I'm doing my homework." It is only the verb "do" which can be used as a substitute for unknown verbs in the question construction.

It would probably be wise to teach

(Continued on page 6)

Terminal Behavior--

(Continued from page 1)

can be controlled only with extensive practice. It is an activity never yet successfully described in all its specific detail, nor yet imitated by any machine.

Can't Practice by Simply Imitating

We know as teachers that we can't ask beginning students to practice by simply imitating what we desire as their terminal behavior. They are not capable of doing so. Rather we substitute various types of intermediate behavior which we hope will lead to the desired terminal behavior. We cannot, in other words, ask them to communicate in a language they have just begun to study, so we employ various repetition exercises, substitution drills, etc., postponing communication for the more advanced levels of training.

This is necessary; we have no choice. But teachers must assume two important responsibilities: (1) to understand how intermediate-type activities can be meaningfully related (in pedagogical terms) to terminal behavior and (2) to move steadily toward communication in the selection and design of activities in the classroom.

Teachers will usually accept this view, especially on an intellectual plane, as a reasonable picture of what they must accomplish. But how is it implemented in the classroom? How do we move from manipulation to communication? How do we get stu-

English Contrasts--

(Continued from page 5)

the use of the English verbs "do" and "make" with their correct responses during the early stages of English learning so that students do not literally translate "fai" as "make" and develop a false facilitation in English language learning as so many students have previously done in both the use of "yes and no" and "do and make."

dents to a point where they can operate in the realm of the desired terminal behavior?

Manipulative activities are characterized by predictability--the teacher knows all the answers and his corrections are based on this knowledge. But communicative activities presume that the listener does not know all the answers--only the limitations within which the answers must fall. Choices are left to the speaker--otherwise there is no point to the communication, and it would never normally occur.

The application to language teaching, then, seems to be the use of activities (questions, answers, rejoinders, reactions, etc.) which are not predictable. The skill with which a teacher can direct such activities is a measure of his professional competence and, incidentally, the teacher's best guarantee that his job will not soon be taken over by a machine.

Use Communication Activities

Every teacher should ask himself whether he is using all the communication activities his students are capable of participating in. He should be able to analyze each classroom activity (usually each drill or exercise) to know whether it involves communication and to what extent. He should utilize communication-type activities as early as possible and increase the percentage of their use as his students increase their capability.

Terminal Behavior is Touchstone

A consideration of terminal behavior is the touchstone to identify the elements of communication that are available in the classroom. For each activity a teacher should ask two questions: (1) Does the response to this stimulus represent a skill the student will need when he is on his own? and (2) Does this activity stretch the student's capacity by requiring that he express a thought of his own, one that the teacher cannot fully predict? Then, of course, the teacher must know if he is offering

(Continued on next page)

Language Master Used in Teaching Vocabulary

The evaluation of the Language Master promised in the last issue of the TESL Reporter is progressing. Uses will be suggested in subsequent issues as these machines are used in The Church College of Hawaii English Language Institute (ELI).

One time saving feature for teacher which can be reported at this time is its use for the pronunciation of items which students are studying in English vocabulary builders. The ELI is currently using EDL Word Clues as out-of-class work for advanced classes. Previous to giving an assignment the teacher pronounces the assigned words on small language master cards. Students who are unfamiliar with the pronunciation can practice with these cards as they complete the programmed written assignments, which teach the words in context and by definition, thus making it a completely individualized program.

Reading assignments which have vocabulary footnotes can also be used in this way, and students can have an initial correct pronunciation available for out-of-class study.

Terminal Behavior--

(Continued from page 6)

enough of these activities that require independent student action, enough so that the student can operate effectively when eventually he is left to his own resources.

In short, manipulation activities such as repetition, substitution, and transformation are useful, even necessary, to the beginner. But he must go beyond these if he is ever to achieve a useful control of his second language in situations that demand real and authentic communication. And it is the teacher's responsibility to see that he does.

Harold B. Allen Briefed on BATESL Program

Dr. Harold B. Allen, past president of Teachers of English to Speakers of Other Languages (TESOL), author and editor of numerous books and articles on linguistics and English as a second language, visited The Church College of Hawaii on November 29-1967, to discuss the college's new undergraduate program in teaching English as a second language. Accompanying Mr. Allen were Mrs. Allen and Shiho S. Nunes of the Hawaii Curriculum Center.

To gather data on TESL in Hawaii and to inquire specifically about the BATESL program, Dr. Allen conferred with Dr. Wayne Allison, Associate Dean and Chairman of the Language Arts Division; Dr. Nephi Georgi, Associate Dean; and William D. Conway, Director of the English Language Institute and TESL.

Allen indicated that future additions to his book TENES-- A Survey of the Teaching of English to Non-Speakers in the United States may include additions to his survey of Hawaii.

Fries Honored--

(Continued from page 8)

Demonstrating that eighty years have done little to dampen his intellectual and physical vitality, throughout his visit Dr. Fries discussed with genuine interest and knowledge a wide range of subjects-- language learning, scuba diving, swimming, development of underprivileged areas of the world, sailing, etc.

Attending the luncheon from the Church College were President Owen J. Cook, Dr. Wayne Allison, Dr. Kay J. Andersen, Alice C. Pack, William D. Conway, and LeRoy King.

Emeritus professor of English at the University of Michigan since 1958, Dr. Fries has recently published Foundations for English Teaching (with Agnes C. Fries), 1960; Linguistics and Reading, 1963; and Linguistics: The Study of Language, 1964.

Dr. Charles C. Fries Is Honored at Luncheon

(As this issue went to press, it was learned that Dr. Fries passed away on December 8).

Famed University of Michigan linguist, author of numerous books and studies on English Syntax and English teaching, Dr. Charles C. Fries and Mrs. Fries were guests of The Church College of Hawaii on November 27, 1967, at a luncheon in honor of his eightieth birthday.

Dr. Fries has been one of the leaders in the development of modern methods in teaching English to both native and non-native speakers of English. His American English Series has been widely used in second language learning for many years and is forerunner of many texts being published today. The Structure of English, 1952, is a landmark in structural studies of the English language.

Following the luncheon and a tour of campus, the group visited the grounds of the nearby Polynesian Cultural Center. A highlight of their visit was a leisurely outrigger canoe ride around the lagoon while being serenaded by musicians from the Center.



Dr. Charles Fries (left) and OCH President Owen J. Cook take part in an informal discussion following a luncheon in honor of Dr. Fries' eightieth birthday.

Dr. George L. Anderson, Chairman of the English Department of the University of Hawaii, and Dr. Yao Shen, Professor of English at the University of Hawaii and a former student and colleague of Dr. Fries at Michigan, were also honored guests.

(Continued on page 7)

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