

# TESL

Teaching English as a Second Language

# REPORTER

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## Communication by Each Student In the Language Learning Process

BY GERALD DYKSTRA, UNIVERSITY OF HAWAII

Aspects of the following are taken from the report of the Teaching English as a Second Language Materials Development Center: An investigation of new concepts in language learning.

The language teaching profession is challenged today by a number of important needs. Two of those are taken here for special consideration: (1) providing for a high degree of individual participation by each student and (2) simulating in classroom work, much more nearly than heretofore, the functional use of linguistic signaling.

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Choral practice by a whole class of students simultaneously responding to a teacher's cues constitutes one beginning attempt to meet the first of these needs. Language laboratories have also been developed in response to the first of these needs. Other responses have been made as well. Each of these responses succeeds in one fashion or another in getting more people participating simultaneously

in exercises. Very few attempts have begun to succeed in meeting the second need. The classes which most nearly simulate the functioning use of linguistic signaling are not language learning classes so much as classes in which the basic language has been learned and in which the language is then used as a medium of communication in continuing with further learning of other related areas such as literature, culture, linguistic analysis, etc. These are important but they go beyond the basic skills in the language. In this presentation the central question is: Can we, from the very early stages of the course, use language more nearly

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as it used outside of the classroom, that is, to communicate meaningfully and, to at least some extent, non-predictably to accomplish purposes the listener may be unaware of until he hears the spoken utterances. It has been shown that it is now clearly possible to accomplish this, and thereby to meet the second need, within the classroom. A U.S. Office of Education project report on the TESL Materials Development Center (Project HE-084), recently completed and available through the U.S. Office of Education's ERIC dissemination services, demonstrates language practice in which each learner is in a responsive environment of other learners. In this program each learner, individually, within the matrix of social situations, is constantly engaged in making language related decisions. The student is alternately required to select the language appropriate to accomplishing a task he has been set, and to select an overt physical response that is appropriate to a non-predictable request that is made of him. The form of the request in these experimental materials, is non-predictable by the hearer within the limit of the contrastive utterances that are being presented in any given unit. As such it may be said they are not as non-predictable as utterances by a native speaker. Recognizing, however, that

these utterances are made by beginning learners to other beginning learners, it is conceivable that degree of effective non-predictability may be a reasonably close approximation to what it is in many if not most out-of-classroom situations among native speakers.

### **Overt Response Required**

The principal innovation of the experimental material is that they feature communication of this more realistic nature and that the success or failure of each communication attempt itself serves as the primary reinforcement for correct responses or punishment for incorrect ones. After initial presentation and practice, a pupil hearer must respond actively (overtly) and appropriately to a pupil speaker whose message he cannot predict. Preparing materials which are to be used in accomplishing this requires careful attention to the details of sequencing and provision for abundant individual practice through multiple-unit classroom organization in which the teacher does not have to be present with each group at all times. To do anything less means that the pupils would not have sufficient opportunity to individually make selections of responses or to select the language stimuli which, put into use, will permit them to accomplish a variety of nonlinguistic or supra-linguistic goals.

In the 150 illustrative units, Communication Activities are always preceded by Presentations. In the Presentations, pupils learn new language content and get intensive patterned practice in saying the words and sentences they will use in the Communication Activities. At the same time, while learning the meanings, they will usually make the objects used for the Communication Activity. The Communication Activity is the crucial part of each unit. The presentation functions as an introduction or preparation.

The Presentation and Communi-

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## **TESL Reporter**

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# Tonga II: A Peace Corps Program

BY ERIC SHUMWAY, THE CHURCH COLLEGE OF HAWAII

Peace Corps Language Training is always an exciting, frantic, wonderfully productive affair. The Tonga II language program conducted last fall under the direction of the University of Hawaii on the lush east end of Mokolai was typically successful.

At seven o'clock in the morning of October 22 five Peace Corps volunteers sat yawning and fidgeting in each the twenty-four language huts in camp Pukoo. This was their first morning after their arrival at the site. Suddenly, there burst in upon them a handsome, vivacious native Tongan who greeted them warmly with a malo e lelei! (Thanks for being well!), gesturing to them to listen carefully and repeat after him. Startled but determined the volunteers began their first core drill session of observation, imitation, and repetition. Within the hour they could produce in Tongan with almost flawless pronunciation: Hello! How are you?, Fine, thank you!, What is your name?, My name is \_\_\_\_\_, Thanks for coming!, Good-bye!, Good-bye!. And the only English heard at all during the entire class was spoken by the native instructor as it was being drilled.

A theory for language acquisition had already been outlined for volunteers in a short bulletin prepared by Dale P. Crowley, senior linguist for the University of Hawaii Peace Corps.

The acquisition and use of language is not a problem solving activity. (Language may be used to solve problems, but the stream of speech itself very rarely displays problem solving.) The acquisition and use of language is not the study

and memorization of generalizations of language phenomena (grammar rules), nor is it a deductive kind of reasoning based on a knowledge of generalizations of language phenomena. Most high school and college courses in foreign language are based on these premises. Language is a system of structured behavior, the acquisition of which depends upon observation, perception (of both forms and meanings), imitation, and repeated practice. . . . Except for the higher level of abstraction and meaning characteristic of language, we clas-



Sinaukofe Pula models the Samoan language as Peace Corps Trainees strain to hear the exact pronunciation. Their classroom is a simply constructed booth with space for eight students and an instructor.

sify it as a complex skill performance along with athletic, instrumental music, and other manual skills. A complex skill performance is one which requires the coordination of the muscular and neurological systems.

The pedagogical procedures followed in Tonga II grew out of the above view of language and language learning. This means that the approach

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was principally audio-lingual, that no English was spoken during the drill sessions, that all grammatical features and vocabulary were heard, understood, and pronounced dozens of times before they were ever seen on the printed page. It also means that classes were small (no more than six volunteers per instructor), that well-trained native speakers of Tongan were the models and immediate correctors of speech patterns, and that native Tongan pronunciation and accent were the goal of every Peace Corp volunteer. The theory was confirmed by the progress of the volunteers. Many volunteers had already studied several languages in universities and were dubious about this "new" theory and approach. But their doubts soon disappeared in the remarkable fluency and understanding they acquired in a few short weeks.

### **Specialization Offered**

Since Peace Corps training in Tonga II involved intensive study and "specializing" in many different areas (culture and history of Tonga, island science, agriculture, health and hygiene, science instruction in Tongan public schools, and TESL methods), only five hours were devoted to language study a day. Four of these hours were spent in core drill sessions as described above. In the evening, however, all volunteers sat in groups of fifteen and simply listened to two or more Tongan instructors converse in their own language. In these conversations the Tongans would talk naturally and freely and at normal speed about anything pertinent to Tonga, using grammatical patterns already familiar to the volunteers. Thus the volunteers became more acquainted with the reality of the Tongan language, the intonation and accent of native speakers, their facial expressions and body gestures. This evening conversation hour was a refreshment from the drill session as well as valuable reinforcement to it.

Although the volunteers "absorbed" most of the grammar of the Tongan language through imitation and practice, a weekly one hour grammar

session was held in English with the author of the language text. Here the volunteers were finally allowed to ask questions in English about the Tongan language. It was somewhat surprising and gratifying to see how few questions there really were and how few volunteers were having serious difficulty mastering Tongan grammar. These sessions usually ended up in a discussion of the author's experiences in Tonga.

Volunteer competence in reading and writing was an important secondary goal of Tonga II. Since Tonga is a phonemic language the volunteers were assured that each meaningful sound in the language was represented by only one spelling symbol. This one to one correspondence proved very convenient, for they could spell a word as soon as they could pronounce it. Also each lesson from the text included a page or two of reading and comprehension exercises.

Weekly oral and written examinations were conducted by the instructors. These examinations were more measures than motivators since the volunteers were already highly motivated. Daily evaluations were also made of each volunteer and his mastery of the material covered each day.

Progress was rapid in Tonga II. The volunteers could usually "internalize" a lesson in 10 hours of intensive drill and conversation. Most lessons introduced four or five major grammatical features. In five weeks all announcements and bulletins from the language office were written in the target language, and volunteers were conversing in Tongan at the dining tables.

A fitting conclusion to the ten weeks of learning on Molokai was the two week in-country language training conducted at 'Atele school' in Tonga. Here the number of drill sessions were reduced and the amount of conversation practice increased. We were fortunate indeed to find dozens of willing Tongan citizens, men, women, and many children who came every day to spend hours in conversation with the volunteers. Kava circles in the huts of villagers

# Transformational, Structural, and Traditional Grammars as Classifications

BY YAO SHEN, UNIVERSITY OF HAWAII

Traditional, structural, and transformational are three high frequency words among students of English grammar. Many details in these grammars, nevertheless, overlap.

A brief look at some of the linguistic currents prior to the interest in English grammar tells us that the British Isles had been touched by various waves of different language speakers from continental Europe. The Norman Conquest brought a powerful French influence cultural and linguistic, and heralded a long period of relative peace during which time the middle class became prosperous, gained social prestige, and were conscious of their own language. Chaucer wrote in his native English. English, like any other language, went through various changes. Caxton's printing press helped people become aware of different pronunciations and different spellings of same words, and the lack of a systematic correlation between the two. A casual investigation into the linguistic interest of 16th and 17th century England can easily yield a large body of materials on the phonological aspects of the language.

were nightly events. Here friendly conversation mixed beautifully with the national beverage of the Friendly Islands.

The Tongan people were overwhelmed by the marked proficiency of these Americans who were speaking better and sounding more like Tongans in twelve weeks than the vast majority of palangi foreigners who had lived years in Tonga. I met many of my old friends all of whom could not help but exclaim energetically about the me'a fakaofa e poto vave 'a e Kau Ngaue 'Ofa (miracle of language learning among the Workers of Love).

While the vernacular or English steadily increased in prestige, Latin and Greek continued to be status symbols through the Middle ages. The study of the grammars of Latin and Greek led scholars to the writing of English grammar books. The 18th century is known for its English grammars, especially those of Bishop Robert Lowth (1762) and Lindley Murray (1795). Such books pegged English grammar with the rules of Latin and Greek. Writers of grammars of this nature are often referred to as traditionalists who prescribe grammar. In the late 19th and early 20th centuries, continental Europeans such as Hendrik Poutsma, Etsko Kruijsing, and Otto Jespersen as well as Henry Sweet of England attempted to describe English on the basis of empirical data from English. These Scholars could be referred to as descriptive traditionalists. Gram-

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marians like Jespersen and Sweet were actually diverging from the traditional ways of establishing grammatical categories and paving the way of the structuralists.

In the New World, Edward Sapir and Leonard Bloomfield did similar descriptive work in American Indian languages. Among structural grammarians of English, George L. Trager, Henry Lee Smith, Jr. and Archibald A. Hill could be recognized as the much more pure structuralists particularly in their commitment to starting from the phoneme and working up from there through the hierarchical classified grammatical



units. Charles C. Fries in his *Structure of English* (1952) uses function as the basis for grammatical definition and departs from traditional grammar, not because traditional grammar uses meaning, but because "the basis of their definition slides from meaning to function." The book is an outstanding example of how "structural grammar states" the grammar of a language, and it contains samples of how utterances which are not the same can have the same syntactic pattern; i.e. the words may be different from one utterance to another, but their functions and arrangements are the same. Much of this kind of work, including that of Fries, owes a great deal to the influence of predecessors. The main interest is in describing the features and relations found in empirical data and not in judging usage. However, Fries's way of describing English grammar by beginning with the entire utterance not only differed from that of many other structuralists but also actually anticipated the approach of the transformational-generative grammarians. Structural grammar is also sometimes called descriptive grammar.

### **Transformational Grammar**

The latest mode is transformational grammar, an approach headed by Noam Chomsky. Transformationalists aim at finding out through "manipulating" specific sentences in language, i.e. surface structures, whether these sentences are derived from the same or different deep structures which are abstractions. Their interest is in the theory of language. Though they claim closer kinship to descriptive traditional grammar, evidence indicates that they also use data gathered and symbols established by structuralists. The study is very young. The Grammarians are hopefully reaching for "God's truth". For the moment, they are grasping with uncertain ease.

Perhaps it would be intellectually healthy to remember that human knowledge is less akin to Pallas Athena, born full-grown, a myth, and more to the nature of growth or the

## **A New Publication**

Language Teaching Abstracts, a new journal, edited jointly by the English-Teaching Information Centre and the Centre for Information and Language Teaching, "aims to keep teachers and others professionally concerned abreast with the latest research and developments in the teaching of modern languages." It presents objective summaries of articles from journals appearing in many different countries. Single copies: \$1.00 from Cambridge University Press, Amer. Branch, 32 East 57th St., N.Y. 10022.

A two week Workshop in Teaching English as a Second Language will be offered by the Church College of Hawaii in the annual Aloha Summer Session which begins June 17. (Meets 8-12 a.m. through June 28). Offering three hours graduate credit, Education 597 is designed to acquaint the classroom teacher with the basic principles and practices of English as a Second Language. Teachers from Hawaii will find many points especially useful in handling students with multi-lingual and/or pidgin backgrounds.

An introduction to descriptive linguistics, Linguistics 300, will also be offered. This course will meet on Monday, Wednesday, and Friday from 12:45-2:45 for six weeks. It is possible to register for either course by mail.

accumulating of human experience. Traditional, structural, and transformational grammars are no exceptions. Each has its own distinctive features. Each is indebted to previous research in a cumulative way. These three words -- traditional, structural, and transformational -- are labels of classification, markers for convenience. It would be unwise to depart from facts by assuming trichotomy.

## For the Newcomer to TESL

# Why Pattern Practice?

BY WILLIAM D. CONWAY, THE CHURCH COLLEGE OF HAWAII

A newcomer to the discipline of teaching English as a second language is often temporarily overwhelmed by the terminology and associated methodology. "Pattern practice," a cornerstone of the audio-lingual method, is a common term encountered in any first reading of text books dealing with English as a second language.

To understand what pattern practice is and why it is emphasized in second-language teaching, it is necessary to examine several basic premises of the audio-lingual method. Perhaps even the term "audio-lingual" is new to many people. One of the most basic concepts involved in this approach and in pattern practice is the idea that listening and speaking should be taught first, then reading and writing. Oral language should be taught first because it is the primary basis of communication. The name "audio-lingual" is derived from this emphasis on oral language. The primacy of spoken language may be demonstrated by the fact that everyone can speak a language but not all people can write one. Certainly all learn to speak before we learn to write. Closely related to the "oral first" injunction is another basic premise which states that language learning is not concerned with problem solving (grammatical analysis and memorizing of language rules as in traditional language teaching) but with the formation of habits.

The special emphasis of the audio-lingual approach and some aspects of the dichotomy that exists between it and traditional language teaching have been stated rather succinctly by Robert Lado in *Language Teaching* (1964). "Knowing words, individual sentences, and/or rules of grammar does not constitute knowing the language.

Talking about language is not knowing it. The linguist, the grammarian, the critic talk about the language; the student must learn to use it. To know the language is to use its patterns of construction with appropriate vocabulary at normal speed for communication. Understanding or verbalizing a pattern may help the student to learn but will never take the place of practicing the patterns through analogy, variation, and the transformation to establish them as habits." (p.51)

### Pattern Practice Defined

Pattern practice is one of the key approaches to the development of language habits in the language learner. "Pattern practice," according to Mary Finocchiaro in *English as a Second Language: From Theory to Practice* (1964), is the use of "drills and activities in which the patterns of a language are learned to the point where students can repeat, alter, or respond to them habitually and fluently." (p. 134) Nelson Brooks in *Language and Language Learning* (1964) says of pattern practice, "It is . . . exercise in structural dexterity undertaken solely for the sake of practice, in order that performance may become habitual and automatic--as it must be when the mind concentrates on the message rather than on the phenomena that convey it." (p. 146) Examination of other common methodology books in the subject area will reveal considerable agreement with the three statements quoted.

Key points related to the definition of pattern practice might be listed as follows:

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# Communication - Controlled

(Continued From Page 2)

cation Activity booklet demonstrates how each Activity works. Immediately after each Presentation there must be a demonstration of the Communication Activity with one group of pupils (detailed instructions are given for dividing the class) while the other groups observe. Only then do the other groups begin the Communication Activity. When the groups are active, it is the teacher's job to supervise them and see that each group is working smoothly but as much as possible without help from the teacher. The Activities must work--if only briefly-- without the immediate participation of the teacher.

That part of the conceptual framework which deals with communication aspects of the materials is the following:

## Primary Concept

Primary Concept: (other primary concepts of the project are not presented here) Controlled but non-predictable, functional use of communication.

Corollary Concept #1.1: Communication implies control over a range of signals. Since these are to be learned and used cumulatively but substantially without error, proper sequencing or programing of content is an inherent requirement. Programming is to be such that it will help avoid errors in matters that are not part of the teaching point itself.

Corollary Concept #1.2: Communication requires an ability which implies preliminary learning. This is to be accomplished in presentations which make use of choral and individual drill and pattern practice in situations which illustrate and clarify meanings.

Corollary Concept #1.3: Not much communication practice (as defined below) can take place in a large class unless more than one communicating process is going on at

once. Small group work in the framework of a multiple unit class design is almost inherent in the communication requirement.

Corollary Concept #1.4: Communication will approximate social use of language more closely if it develops out of a supra-linguistic purpose rather than only out of a test situation designed to see if a pupil can do what he is supposed to be able to do. Furthermore it is the contention here that part of the test must include setting the pupil in a situation in which he determines, selects, and uses the language elements which will be of benefit to him in accomplishing his supra-linguistic goals. Accordingly, a superordinate purpose will be incorporated as an integral part of each Communication Activity.

Corollary Concept #1.5: Checking on comprehension can be accomplished more readily when the appropriate responses to linguistic cues are overt physical responses.

Corollary Concept #1.6: To effect communication the pupil will select both linguistic responses and overt physical responses to linguistic stimuli out of a repertoire of such responses available to him.

Corollary Concept #1.7: The superordinate purpose implies that out of a range of possible linguistic and overt physical responses only one of several, or a limited number of many, will be the correct response.

## Cue is Unpredictable

Corollary Concept #1.8: The linguistic cue will be unpredicable to the pupil listener whose overt physical response must nevertheless be appropriate.

Corollary Concept #1.9: The small group must constitute a responsive environment for both speaker and responder in the communicating situation. Toward obtaining such an environment each communication activity is required to call for overt responses.



# But Not Predictable

Corollary Concept #1.10: Since there will be many "Communications" operating simultaneously, and since the teacher will not be able to monitor each communication, the success or failure of the communication itself must provide for the reinforcement of correct responses and the extinction of incorrect ones. A system of automatic breakdown or cessation of activity in case of error is to be built in.

## Phatic Communication

Corollary Concept #1.11: Since the operational definition for communication is such that much of language does not lend itself to contrastive use in communication activities, there must be other provision for inclusion of practice in the language used for ritual and celebration (e.g., greeting, polite expressions, stories, and song). This includes language content that Malinowski refers to as "phatic communion," as well as those elements of language that are redundant or that do not occur as linguistic signalers exclusively but require accompanying gestural or situational signals.

Corollary Concept #1.12: Inclusion of language elements which do not lend themselves to functioning use in communication activities implies exclusive reliance on other modes of language instruction for their teaching. These will include songs, physical education activities, pre-playlets, playlets and improvisations, as well as the repetition and pattern practice drills of the presentations referred to above and reading and writing materials.

Corollary Concept #1.13: Each mode of teaching can be so presented that it helps to "teach itself." Materials can aim toward a format that permits use without the requirement of prior special teacher training programs.

Corollary Concept #1.14: Good materials may well be teacher educating and thus constitute a type

of in-service teacher education.

Corollary Concept #1.15: The ideas of materials that stimulate and educate teachers, and of teaching language in a variety of modes give rise to the concept of art in teaching and the possibility of promoting it by giving teachers graduated experience in selection among alternate possibilities.

In this conceptual framework, communication means that the individual speaker is to have multiple choices of linguistic content; that he is to participate; and that only by the use participate in a situation in which he has a purpose superordinate to that of language practice; and that only by the use of recently presented or newly learned language forms will he be able to accomplish his superordinate purpose. His hearers are not able to predict his linguistic choices, but are nonetheless required to respond overtly to his linguistic signals by selecting one of a range of potential responses. When the speaker repeatedly and consistently accomplishes his purpose without the necessity of repetition or extraneous signals like translation, communication is to be assumed.

## Materials Not on Market

Communication has a restricted meaning here such that no published foreign language materials include it in their design. Only in rare instances can one find something resembling it, and in those instances it is usually sporadic and peripheral to the materials in which it is found.

The major hypothesis for the project was that the concept of communication could be manifest in English as a Second Language materials for children. A corollary hypothesis was that such materials would be operable in the classroom.

The appraisals were, first, of internal consistency - the realization of the concepts in the classroom to the extent indicated by feedback from the try-out centers. The first ap-

# Pattern Practice Develops Habits--

(Continued From Page 7)

## Pattern Practice

- 1) is entirely oral.
- 2) is a closely controlled substitution of elements within sentences.
- 3) is designed to develop habits on an unconscious level--to be automatic.
- 4) is often designed to draw the student's active attention away from the structural point being mastered.

Pattern practice has taken many forms as teachers have sought to add variety, interest, and flexibility to the activity. Some common forms are repetition, replacement, completion, transposition, expansion, and transformation, just to mention a few. To further clarify the definitions of

pattern practice previously given, let us study the following simple example of a substitution exercise.

(Note that the basic sentence pattern remains the same, but the word in the slot changes. The student is really practicing a "do" question structure while his attention is focused on the slot.)

Teacher: Do  
Do you see the truck?

Train  
Do you see the train?

Ship  
Do you see the ship?  
(Cue by teacher, response by the class)

Teacher: Bell  
Did he hear the bell?  
Ship  
Did he hear the ship?  
Car  
Did he hear the car?

Dog  
Did he hear the dog?

Many words might be expended on this and other types of pattern practice, and how to use them effectively; this is not, however, the purpose of this paper.

Once one has accepted habit formation through pattern practice rather than language analysis as a proper activity for a beginning-English classroom, the possibilities of the method can be suggested rather easily. A class may produce 20-25 sentences per minute following cues supplied by the teacher. This represents 1000-1250 recitations in a 50 minute period. In a grammar-translation class, by comparison, a student on an individual basis might recite one time in a minute, producing 50 recitations in a 50 minute period.

Traditional grammar rules, if linguistically sound, are still given to the student learning English as a sec-

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## Communication--

praisai constituted a major part of a doctoral dissertation. The second appraisal began in the summer of 1964 and includes observation and analysis by project personnel, supervisors and teachers in ten try-out centers in various parts of the world: New York City, the Choctaw reservation in Mississippi, the Navaho reservation in New Mexico, Puerto Rico, Saipan, Peru, Ethiopia, Nigeria, Japan and New Guinea. Internal appraisals and feedback reports separately served as the stimulus for repeated revision of all materials.

We feel that the results of research on this project presage the day when the language teaching profession will consider the controlled introduction of communication as part of the language learning process. Sets of materials - for adult level, secondary school level, and primary school level - are now being built on the basis of the TESL center research. Other materials development efforts elsewhere are proceeding along very similar lines.

# "Bi-lingualism" Is Major Theme of 1968

## TESOL Convention Held in Texas

The second annual convention of the Teachers of English to Speakers of Other Languages (TESOL) met March 6-9, 1968, in the Gunter Hotel and the new Hemisphere Convention Center in San Antonio, Texas. Nearly 1,000 teachers and linguists from across the United States and from abroad attended the convention and the two-day pre-convention study groups.

"Bi-lingualism," one of the main themes of the conference, was introduced in the opening address of United States Senator from Texas, Ralph W. Yarborough. Subsequence individual group sections on levels from pre-school to adult education dealt with the problems of teaching English to Spanish speakers, the major bi-lingual problem facing the schools of San Antonio and much of Texas and the South-West.

### Hawaii Participants

In the Friday afternoon session ten major papers were given to the assembled convention group. Among those delivering the papers was Nancy Arapoff of the University of Hawaii who spoke on "The Semantic Role of Sentence Connectors in Extra-Sentence Logical Relationships."

The final day of the convention was devoted to sixteen group meetings

ond language. However in the initial stages when aural-oral skills are emphasized, rules are mentioned, generally, only after a student has had sustained practice in using the structure the rule refers to; even then, rules receive relatively little of the time devoted to language teaching.

If oral language is primary and necessarily must be learned before reading and writing, then some economical method of developing the necessary habits must be used. In the audio-lingual approach, this is "pattern practice."

dealing with special aspects of the field of TESOL. In the Teaching Literature section, Donald M. Topping of the University of Hawaii presented a paper entitled "The Linguistic Function of Literature." Also representing the University was Ted Plaister who delivered a paper entitled "Reading and Aural Comprehension Instruction for College Level Foreign Students." Richard C. Sittler, Director of the English Language Institute at the University was chairman of the section considering the problems of Implementing and Administering TESOL Programs. Dr. Gerald Dykstra of the University and the Hawaii Curriculum Center substituted for Paul W. Bell, First Vice-President of TESOL, in several activities.

The Church College of Hawaii was represented in the Teacher Training section by William D. Conway, Director of the English Language Institute and BATESL program, who delivered a paper entitled "The Undergraduate Major in Teaching English as a Second Language".

### Pre-Convention Study

The pre-convention study groups concentrated on the theme of "teaching reading in ESOL classes." Section meetings were held on elementary, secondary and adult levels with others for school administrators and "academic" adults. An outstanding feature of the pre-convention activities was the availability of field trips into eight of the elementary schools of San Antonio which are using an experimental bi-lingual curriculum and additional trips to the very impressive Defense Language Institute English Language School at Lackland AFB.

The 3rd Annual Convention of the Teachers of English to Speakers of other languages will meet March 5-8, 1969, at the Pick-Congress Hotel, Chicago, Illinois.



# Formation of Asia-Pacific Island TESOL Association Suggested

Francis C. Johnson, Professor of English Language at the University of Papua and New Guinea, wrote the letter below. His address is Box 1144, P.O., Boroko, T.P.N.C., New Guinea.

Dear Colleague,

I am writing to you to obtain your reactions to the possibility of establishing some type of association of teachers of English as a second language in the Asia-Pacific area. Similar associations already exist in the United Kingdom and the United States of America, and in our area we have committees and institutions concerned with co-operative teacher training and materials preparation across national boundaries. However, I believe that the formation of an association to act as a clearing house for the spread of information, experience, programmes and materials in our field would be of undoubted value to those of us who are working in the field of English as a second language.

One of the most persistent problems in our field is simply ignorance of

what other people are doing, of the successes and failures that they have and of the experimentation they undertake in the several areas of language, language learning and language teaching that we are concerned with.

At present I have no clear idea of what form such a professional association should take or how it might be financed, but if there are sufficient of our colleagues in the Asia-Pacific region who believe that the formation of such an association would be worthwhile, I am confident that we would be able to find support from Governments and from foundations and institutions who are concerned with problems of communication and education in our region.

I would appreciate it if you could give me your reactions to this proposal, indication whether or not you think it worthwhile to persist with the idea and giving me the names of any institutions, organizations or English language teaching specialists in your country or area who might be contacted for their reactions to such a proposal.

Yours sincerely,  
(Francis C. Johnson)

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## TESL REPORTER

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