

# TESL

Teaching English as a Second Language

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Second Language

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## TESL AND MUSIC

BY CHARLOTTE K. DYKSTRA

The idea is not new. Plato suggested that music should be used functionally (as well as to move the spirit) in learning such subjects as mathematics. Many modern TESL materials do in fact include words and music of old folk songs, and there are even some collections of songs for use in TESL programs, notably one by Dodge and Lee.

There has remained a need, however, for some alternate treatments of the role of music and song in TESL materials. Perhaps there should be a series of songs specially written with difficulty of language content in graduated increments. Or perhaps a series that includes only language content that is being taught simultaneously in a correlated program of classroom materials. More interesting still is the possibility of preparing music to enhance the opportunities of learning English rhythms and intonation patterns.

Charlotte Kuenstler Dykstra has had wide experience in TESL here in the United States and abroad. She is currently coordinator of TESL Materials Development Project at the Hawaii Curriculum Center.

There is also a need to have more TESL-related songs available on inexpensive records. (Record players are more readily available than

are musically equipped classrooms or musically gifted teachers.) The language needs to be clearer than it is on most recordings. Students should be able to hear the words and to participate in the singing when ready. There should also be an opportunity for students to sing alternate verses whether pre-prepared for the students, or created by them. And the music should not be limited to folk tunes.

Songs incorporating some of these ideas were created and tried out in Pacific areas, as well as in North and South America, Africa, and Asia within the framework of the TESL

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Materials Development Center. There were reports in some areas that "the TESL songs made the unofficial local hit parades" out of school as well as in. Subsequently there was a request from the Hawaii Curriculum Center to prepare a series that could be used locally in schools.

## Musical Features

These records include (1) a solo with musical accompaniment but with emphasis on clarity of the vocal part for listening and learning, (2) a chorus with musical accompaniment to encourage pupil participation in a sing-along manner, and (3) a separate section of musical accompaniment only, with one lead instrument playing the melody line, for use after pupils have learned the song.

Grammatical points of language are emphasized in some of the songs. In "I Have Two Hands" I is used in the first verse. The second verse switches to you with subsequent changes in language forms.

## Use of Vocabulary

Vocabulary is stressed in some of the songs. "All You Eat," for example, is a song about food.

All you eat, just think of all you eat:  
Think of all the bread you eat.  
fish  
fruit

The second verse changes to "drink" and more vocabulary substitutions are made.

Think of all the milk you drink.  
juice  
tea  
cokes

This song may also be sung to animals and things, with other substitutions.

To a bird: Think of all the seeds you eat.  
worms

To a shark: Think of all the fish you eat.  
plankton

To a guinea pig: Think of all the feed you eat.  
bread

To a sea turtle: Think of all the shrimp you eat.  
squids

To a car: Think of all the gas you drink.  
oil

## Use of Names

"What's Your Name" uses only two sentences and is used as a basis for practice with names and short forms of names.

What's your name?  
My name is Patricia. Pat!  
Keoki George!  
Anthony Tony!

"Tropical Birds" contains vocabulary of size and measurement (small, long, narrow, medium-size, heavier than...) and colors (red, green, bluish, ivory white, rainbow-striped, iridescent). The sound and form of these words can become the basis for introducing other grouped words: iridescent, opalescent; rainbow-striped, multi-colored.

## Teaching Colors

"Colors of the Rainbow" is a simple song about colors. Each color has a special identifying sound effect.

"Hello, Mary" is a dialogue between two pupils who exchange polite but informal greetings.

(Cont. on Page 4)

## TESL REPORTER

A quarterly publication of the English Language Institute and the BA-TESL program of The Church College of Hawaii.

Editor.....William D. Conway, Assistant Professor of English and TESL.

Staff.....Mrs. Alice Pack, Assistant Professor of English and TESL.

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 summer edition is May 1, 1969.

# Cultural Horizons and Language Usage

BY JAN OCAMPO

Language is a specie-specific, unique human trait, composed of a set of sounds which are assembled according to set rules and which interact with the experiences of the users.

Usage is the way we utilize language, the manner in which we choose words and structures, the way in which we express particular ideas. Since no two idiolects are the same, we can say that usage is a personal thing. Yet, although all idiolects are different, we assume they have some characteristics in common or they would not make up a dialect.

The area in which we live is called culturally disadvantaged. Because of our isolation, the children are lacking the necessary exposure and learning. As a result, their language has been affected. Of course, language usage is not the only factor which is involved when speaking about a cultural disadvantage, but this is the area of interest.

## Limited Experience

Our children on Molokai, Hawaii, are limited in the variety of their experiences. They cannot go to a zoo, climb the steps of a 20 story building, ride an escalator or take a bus. They do not have the vocabulary which these situations call for. Someone from another place might say, "I took the bus from Waikiki to Ala Moana." In contrast, one of our children might say, "I ben' go de kine when I stay Honolulu--you know, de kine bus." Although the first sentence is closer to standard English, neither can be called correct or incorrect. Language exists mainly for communication and that's exactly what these two speakers have done. If language is behavior, then these two speakers have behaved properly in front of their listeners.

Some people would call the second speaker's sentence wrong, but we must remind them that language relates to the culture in which it is used. Since this is the culture of our children, this is their language.

## Bi-Dialectical Students

However, we want to try to show them how their language differs from that of others. We want to teach them a more appropriate form of usage, not just to reject their present usage. We need to show them there are times when this informal speech is appropriate and times when a more formal pattern is necessary. The good speaker is the one who can use either form of speech at the proper times.

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Jan Ocampo is an elementary teacher at Kualapuu School, Molokai, Hawaii.

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As teachers on Molokai, we have grown accustomed to the speech patterns of our children. We know what they are saying, but we want to make them more sensitive to the shades of language meaning. Good English is that which is appropriate to the purpose of the speaker and comfortable to both speaker and listener. If we can instill this idea in our students, then we may be able to motivate them to develop their vocabulary and their manipulation of sentences.

Of course we know that we are not going to change our children's ingrained language habits overnight. Actually, we do not want to change but only modify and add to them. Language shapes our culture and as a result culture makes a system of language. If we can broaden the cultural horizons of our students, then we will have made a step in the right direction towards helping them with their language problems.

(Cont. from Page 4)

Hello, Mary. How are you?

Very well, thank you. And how are you?

I'm well, too. It's good to see you.

It's good to see you.

## Dance Movements

"Make a Flower" combines imperative language with dance-like movements. It is the children who make the flower with movements and poses, add a sun, wind and rain, and make the flower grow. (A teacher's book that accompanies the records shows movements that go with the songs.)

The melody and rhythm of some of the music is written to illustrate intonation and rhythm characteristics of English.

## Flexibility

We hope there is flexibility possible in the uses of the recordings. The three segments of each song (solo, chorus, and music only) can be used for listening, singing along, and self-testing. Children are also encouraged to create original alternate verses which can be sung with the music-only segment. Work may be done individually, in small groups, or simultaneously with a whole class. Some students have varied the practice by singing along with all segments. Some have used accompanying movements from the beginning; others have presented "shows" to the class. One important flexibility allows learners to move from the original recorded version to alternate verses in the teacher's book, then on to various levels of "created" versions. An early level created version is the substitution of one word as illustrated in "Think of all the food you eat." More advanced ideas for created or original versions relate to phrases and larger units which may be deleted in favor of new ones. Beyond that the students come up with complete versions of parodies of their own.

The design seems, so far, to be useful in teaching English as a second language, and it may help to open further an enjoyable field.



*From enjoyment of music to creative language efforts. Mrs. Dykstra with children learning English as a second language.*

The series consists of 30 songs recorded on two sides of 15 discs (45 rpm). A teacher's manual accompanies the record set and contains instructions for use, plus the music for each selection arranged for piano, with guitar chords indicated.

### Rec.# Selection

- 1 A B C Chant  
Hello, Mary
- 2 Goodbye, John  
What's Your Name?
- 3 We're Friends  
I Like Pennies
- 4 Colors of the Rainbow  
Yellow Horse
- 5 Visiting the Doctor  
My Boat is Floating
- 6 Play with Us  
The Busy Workers
- 7 The Cat Song  
Freedomland
- 8 Mynah Bird  
Ice Cream Man
- 9 Think of All the Food You Eat
- 10 Two Little Mangoes  
To the Market
- 11 Pearly Shells  
I Have Two Hands
- 12 I Have Ten Fingers  
Someone's Watching Over Me
- 13 It's Raining, Isn't It?  
Cherry Tree
- 14 Make a Flower  
You're Four Feet Tall
- 15 Tropical Birds  
Christmas Tree

(Cont. on Page 8)

**Part II****The Use of "How Much" and "How Many" in TESL Textbooks**

BY ALICE C. PACK

In the winter edition of the TESL Reporter a recommendation was made that teachers critically examine their English Second Language texts and if they do not contain a teaching unit on "How Much" and "How Many" with the verb "be", they might introduce such a lesson. If there is a teaching unit but nothing more follows, they might supplement the text by incorporating some dialogs or review exercises in their teaching of English.

**Lesson Summary**

Following are two suggested lessons of this type which have been developed for students on the intermediate level of learning English as a second language. Both are based on two single dialogs in which vocabulary items are limited so that focus is in the teaching points.

In Lesson No. 1, conversation No. 1 teaches the use of "How much \_\_\_\_\_ is there?" for amount of mass noun and "How many \_\_\_\_\_ are there?" for number of count nouns. Conversation No. 2 teaches the use of "How much is \_\_\_\_\_?" for the price of mass nouns and "How much are \_\_\_\_\_?" for the price of plural count nouns, "How much is \_\_\_\_\_?" for singular count nouns. The difference in meaning between "How much are \_\_\_\_\_?" and "How much \_\_\_\_\_ is there?" and between "How much are \_\_\_\_\_?" and "How many \_\_\_\_\_ are there?" is taught by using the words in context in two contrastive conversations.

Lesson No. 2 teaches beginning composition through controlled steps beginning with copying, then con-

tinuing through converting conversation to single statements using past, present, and future time, combining simple statements into compound sentences, free composition based on previous work, and ending with original composition based on the student's own experiences.

**Named Director**

Alice C. Pack, Assistant Professor of English and TESL at The Church College of Hawaii, has been named to succeed William D. Conway as Director of the English Language Institute and Coordinator of BATESL.

The student is already familiar with the material as he has had the exercises in Lesson No. 1 or something similar.

# Teaching "How Much"

## CONVERSATION NO. 1

Amy: How much milk is there?

Betty: I think there's enough for lunch.

Amy: How many cartons are there in the refrigerator?

Betty: There's only one, but there are two bottles of pop. I'll go and buy some milk.

Amy: Take the change from my purse.

Betty: How much is there?

Amy: Two dollars. By the way, how much bread is there?

## CONVERSATION NO. 2

Betty: How much is milk?

Clerk: It's fifty-five cents for a half-gallon.

Betty: Oh, that's too big. How much are these small cartons?

Clerk: They're only fifteen cents.

Betty: I'll take six, and a loaf of bread, please. How much is my bill?

Clerk: The loaf of bread is thirty cents and six cartons of milk are ninety cents. That's \$1.20, plus tax.

## Lesson 1

### Exercise No. 1. Asking Questions.

A. Review these mass nouns and count nouns and make a question using "How much \_\_\_\_\_ is there?" (mass nouns) and "How many \_\_\_\_\_ are there?" (count nouns). Remember to use the plural form of the count noun in the question even if the answer is only one or none.

#### Mass nouns

bread

butter

milk

coffee

sugar

#### Count nouns

a loaf of bread

a pound of butter

a quart of milk

a cup of coffee

a bag of sugar

Example: How much is there?

How many loaves of bread are there?

B. Make some questions using "How much \_\_\_\_\_ is there?" or "How many \_\_\_\_\_ are there?" using the following list of nouns.

a banana

tea

flour

a cake

a sandwich

bacon

C. Write two sentences using nouns from Conversation No. 1. One should follow the pattern "How much \_\_\_\_\_ is there?" and the other should follow the pattern "How many \_\_\_\_\_ are there?".

Example: How much money is there in the bank?

How many loaves of bread are there on the shelf?

### Exercise No. 2. Answering Questions.

Answer the questions in Exercise No. 1 using the amounts indicated below in Sections A and B.

Usually the singular answer to the count noun question "How many \_\_\_\_\_ are there?" is "There's only one." Answers to questions of mass nouns "How much \_\_\_\_\_ is there?" are made with relative amounts such as a little, a lot of, enough, etc. or by amounts measured in count nouns such as five pounds of, one cup of, etc. A simple negative answer to the count noun question is "There aren't any." and to mass nouns "There isn't any."

- A. bread (a little)  
butter (none)  
milk (a glass)  
coffee (a lot of)  
sugar (two sacks)

# and "How Many"

a loaf of bread (two)  
 a pound of butter (one)  
 a quart of milk (three)  
 a cup of coffee (four)  
 a sack of sugar (none)

## Example:

There's a little bread.  
 There are two loaves of bread.

B. a banana (two)  
 tea (none)  
 flour (five pounds of)  
 a cake (one)  
 a sandwich (three)  
 bacon (one pound of)

C. Answer your own questions with any amounts you desire and again with none for your answer.

## Exercise No. 3.

A. Answer the following questions from the two conversations. Please use full sentences for your answers.

1. How much milk did Betty buy?
2. How much was milk?
3. How many loaves of bread did she buy?
4. How much was bread?
5. How much money was in Amy's purse?
6. How many items did Betty buy?
7. How much were the small cartons of milk?

Example: Betty bought six cartons of milk.

B. Fill the blanks from the word list at the right. Use each word only once.

How many \_\_\_\_\_ are there? milk  
 How much is \_\_\_\_\_? loaves of bread  
 How much are \_\_\_\_\_? cartons of milk  
 How much \_\_\_\_\_ is there? bread  
 There's a lot of \_\_\_\_\_, two pounds of butter  
 There's a little \_\_\_\_\_, coffee  
 There isn't any \_\_\_\_\_, cakes  
 There aren't any \_\_\_\_\_, flour

There are \_\_\_\_\_, sugar  
 How much is \_\_\_\_\_? a loaf of bread

## Lesson 2

### Exercises in Beginning Composition

Exercise I. Copy Conversation No. 1 as it occurs.

Example: Amy asks, "How much milk is there?"

Betty replies, "I think there's enough for lunch."

Exercise II. Change Conversation No. 2 to statements in the simple present tense.

Example: Betty asks how much milk is.

The clerk replies that it's fifty-five cents for a half-gallon.

Exercise III. Write about Conversation No. 1 as though it happened yesterday. Use simple statements in the past tense.

Example: Yesterday Amy asked how much milk there was.

Betty replied that she thought there was enough for lunch.

Exercise IV. Pretend that you can see what will happen at the store when Betty goes there. Write about it as it will happen in the future.

Example: Betty will ask how much milk is.  
 The clerk will say that is fifty-five cents a half-gallon.

Exercise V. Rewrite No. III combining your simple sentences with compound sentences.

Example: Yesterday Amy asked how much milk there was, and Betty replied that she thought there was enough for lunch.

Exercise VI. Using your own words write a paragraph about the two conversations.

Example: Yesterday while prepar-

ing lunch Amy wondered if there was enough milk so she asked Betty how much there was.

Exercise VII. Write an original paragraph based on your own experiences in shopping for groceries.

## Bibliography

### Editor's Note:

Because of the length of the bibliography, books examined by Mrs. Pack have not been listed in the TESL Reporter. However, a copy will be mailed to anyone interested upon request.

## TESL and Music

(Cont. from Page 4)

The series is available from Hawaii Curriculum Center, Section I, Wist Place, Honolulu, Hawaii 96822.

The materials were written or adapted by Charlotte Dykstra and include selections by Alice Pack of Church College of Hawaii and Carol Roes of Honolulu. Recorded arrangements were by Dykstra. Piano arrangements in text version are by Harold Schramm.

Christi Menezes, 13-year-old girl soloist with the Honolulu Children's Opera Chorus, recorded 21 of the solos in the series. Other solos were given to Kim Chee, a Korean orphan; Debbie Lowe, daughter of guitarist Mundell Lowe; Kathy Merry, soloist with Sing-Out Hawaii; and Charlotte Dykstra. Choruses were provided by Miss Eileen Lum, Director of the Children's Opera Chorus, and the members of Sing-Out Hawaii, led by Miss Sharon O'Calvey.

1. Dodderage and Lee. *TIME FOR A SONG*. London: Longmans, 1959.

2. U.S. Office of Education Project HE-084, TESL Materials Development Project, Gerald Dykstra, Principal Investigator

3. The Hawaii Curriculum Center, The University of Hawaii and the Hawaii Department of Education. It is engaged in curriculum development over a broad spectrum of areas but with current focus on English language.

# Summer Courses Are Scheduled In TESL

The annual Aloha Summer Session of The Church College of Hawaii will include three courses of particular value to teachers interested in linguistics and teaching English as a second language.

A special workshop in TESL will be offered from 8:00-12:00 daily during the two week period of June 16-27. This three semester hour graduate-level course 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 or pidgin backgrounds.

"Introduction to Linguistics," a three credit-hour upper division course, will be offered on a Monday-Wednesday-Friday basis for the entire six week session, running from June 16 to July 25. This course provides a basic introduction to descriptive linguistics and its terminology. Course work includes phonology, morphology and syntax, descriptive and transformational approaches to teaching English grammar.

Teachers interested in the processes of language acquisition will find Education 574, "Cognitive Processes" an interesting course. Meeting from 12:45-2:45 on Tuesday and Thursday, this 2 credit course will include and examination of the mental processes involved in language learning and use, concept formation, perception and problem solving, and the relationship between language and thinking. This course is planned particularly for students and teachers interested in TESL.

Further information may be obtained by writing to The Church College of Hawaii, Aloha Summer Session, Laie, Oahu, Hawaii 96762.



# TESL -- An Undergraduate Major Program

BY WILLIAM D. CONWAY

Increasing recognition of the problems of language acquisition for non-native speakers of English and growing attention to "disadvantaged" children and their language problems have brought TESOL into prominence as a profession. As undergraduates contemplating careers in this area examine the catalogues of universities and colleges across the country they usually find that undergraduate programs in TESOL don't exist--most schools offer programs on the masters level.

## Programs Not Available

These same catalogues feature undergraduate majors in such demanding subjects as physics, biology, English literature, mathematics, etc. but rarely a degree in TESOL. Must students possess a degree before they are qualified to approach the subject? Is the field so specialized and difficult that undergraduates can not understand it? Examination of the curriculum of many masters' programs suggests that the answer to both questions is NO. According to the TENES survey over 75% of the elementary teachers surveyed who are employed in TESOL have a baccalaureate degree, and somewhat more than half of the high school teachers.

Certainly a master's degree is desirable but do program aims fit the needs? Typically, a master's degree offers greater specialization and greater depth of knowledge, yet is this possible if there is no supporting undergraduate program such as is found in English literature, for example? The master's program of one well-known university seems to have a three-fold objective: preparation of teacher-supervisors and teachers, instruction in materials development, and possibly research. While valuable, this is not the type of preparation needed by the typical classroom teacher in the public schools.

## Needs Not Met

Further evidence of the failure of the masters program to fulfill the need of students whose desire is simply to be a teacher is the failure to provide practice teaching. In "A Survey of Twelve University Programs for the Preparation of TESOL" made in 1965, three, and possibly four of the fifteen program variations offered in the survey schools required practice teaching. In two programs

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the requirement was optional; thus, in as many as eleven or twelve of the programs, students do not receive a type of training which is considered the sine qua non of most teacher education programs in the United States. Some of the graduates enrolled in these programs undoubtedly had come directly from undergraduate programs and had never taught. Do most public schools in this country hire teachers without student teaching experience? Of course, many of the graduates of these programs are foreign students and practice teaching might be difficult for them yet, unquestionably, it would make them better teachers.

It is interesting to speculate as to the type of in-class-behavior a teacher is likely to have following graduation from such programs. With possibly as many as sixteen or more years in traditional teaching situations as a student, and perhaps as a teacher, will his year or two of theoretical study make a significant change in his behavior and allow him to function effectively in his new role?

## B.A. or M.A. Needed?

It seems evident that TESOL needs both graduate and undergraduate programs similar to those found in most subject areas. Data from Harold B. Allen's TENES survey (196) tend to support the need for this type of dichotomy. Of the groups studied (a major sample of over 1000 is involved) 85% of the elementary and secondary teachers had not had work in methods of teaching English to speakers of other languages. 91% had not had practice teaching in the field. 75% of all teachers (more than 85% of elementary teachers) reported no work in three areas immediately applicable to TENES teachings: phonetics, morphemics, and syntax. There are logical reasons why much of this is true, but certainly the fact remains that future classroom teachers and should be provided the training needed on the undergraduate level, the source of most public school teachers.

## Baccalaureate Degree

The typical elementary and high school teacher does not hold a master's degree. It seems likely that this will continue to be the case for many years to come, yet these are the teachers that are involved in the classrooms of the nation each day, teaching as well as their preparation will permit. At least a partial answer to the need for qualified TESOL personnel in the public schools is to train them on the undergraduate level just as they are trained in other academic subjects. We must place a far greater emphasis on the training of undergraduates who will have knowledge of TESOL pedagogy and terminology; undergraduates who will have supervised practice-teaching experience before entering the classroom; undergraduates who can qualify for teaching credentials; in short, undergraduates who are prepared to be classroom teachers of English to speakers of other languages.

There seems to be little doubt that the state-of-the-art in TESOL,

while still rapidly developing and changing, has reached the point that curriculum development for a teacher training program need not be entirely an exploratory effort into the unknown. The similarity of many of the offerings found in many programs presently offered suggests that there is some unanimity of opinion. By modifying existing programs to fit the specific objectives of an undergraduate program and by developing new programs, most colleges and universities might attempt a teaching major equivalent to that for English literature or some other common undergraduate subject. Graduates of such programs would do much to raise the quality of TESOL as a profession. The master's programs, by no means obsolete, would have students to draw upon in creating a true graduate program that would provide the in-depth study and specialization needed to further enhance the prestige, knowledge, and achievement of TESOL.

1. Allen, Harold B., A SURVEY OF THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKERS IN THE UNITED STATES. Champaign, Illinois: National Council of Teachers of English, 1966.

2. Ohannessian, Sirarpi and Lois McArdle. A SURVEY OF TWELVE UNIVERSITY PROGRAMS FOR THE PREPARATION OF TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES. Washington, D.C.: Center for Applied Linguistics, 1966.

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This article is part of a speech delivered by the author at the 1968 TESOL Conference in San Antonio.

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## Dates Announced

The following dates are announced for the administration of TOEFL during the 1969-70 academic year.

Monday, October 27, 1969  
 Monday, January 22, 1970  
 Monday, March 23, 1970  
 Monday, June 8, 1970

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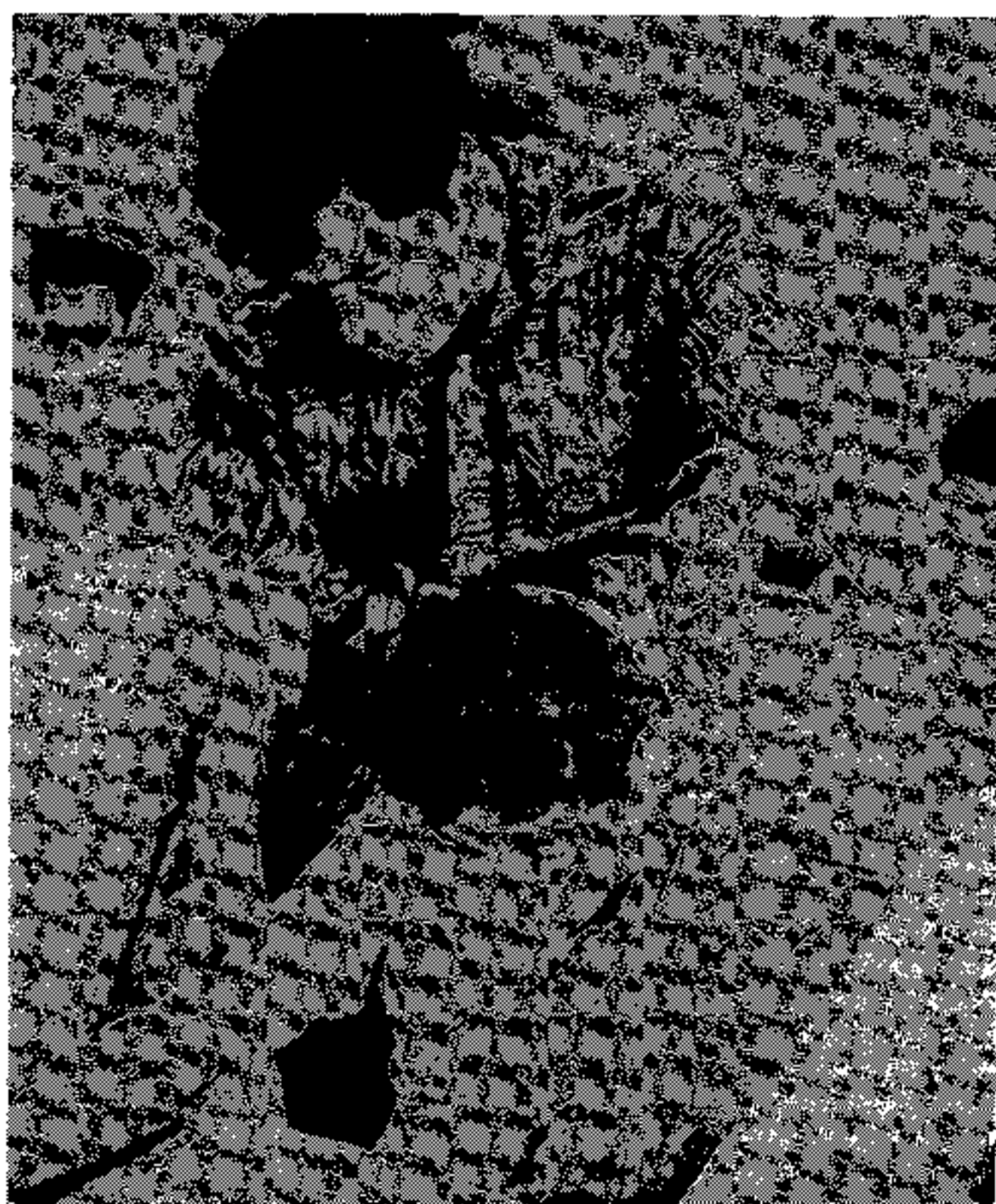
# Language, Literature, Methodology Are Features of BATESL Curriculum



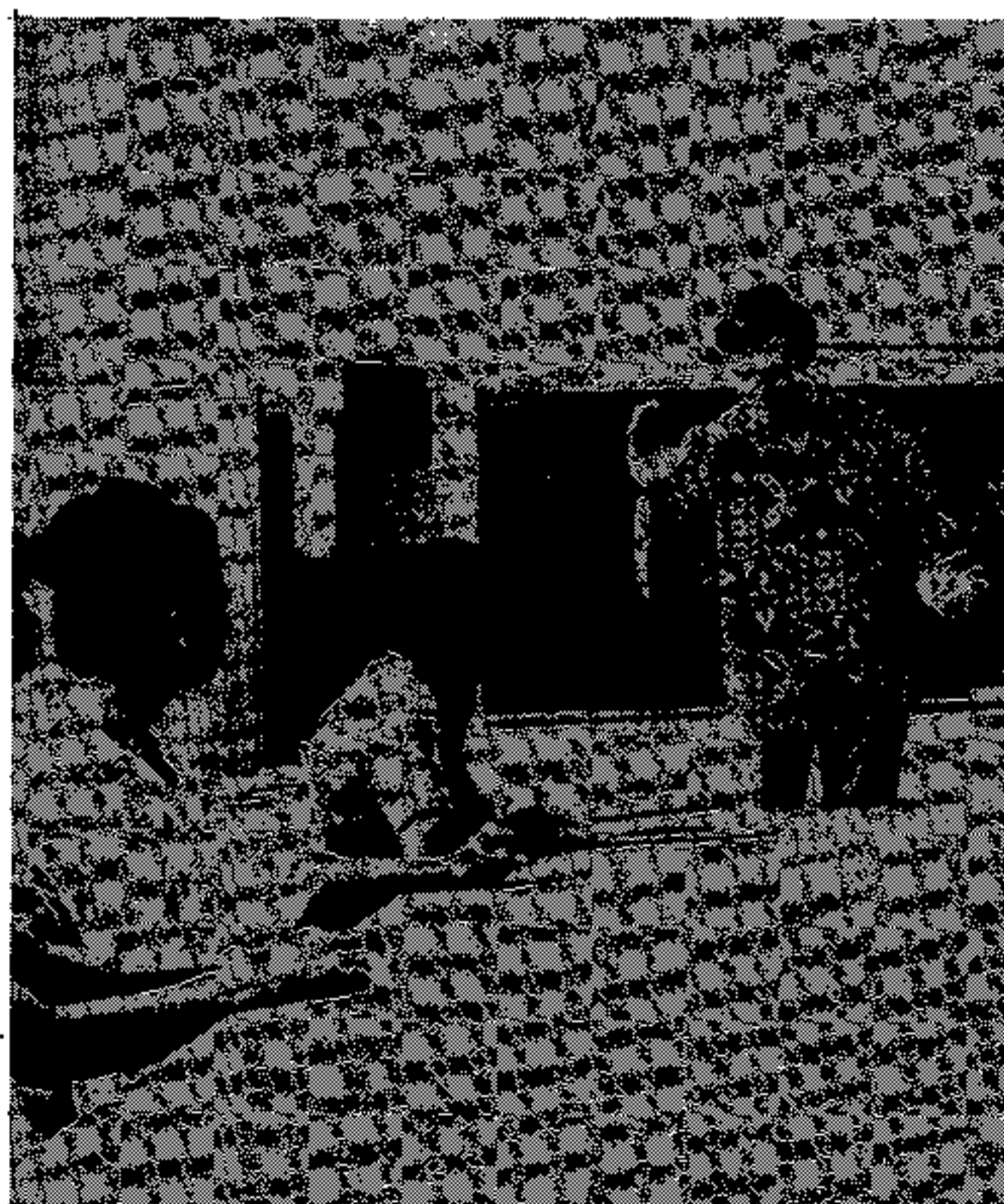
Prospective TESL teachers frequently enjoy close rapport with their instructors in small upperdivision classes.



Senior TESL major, Ropeti Lesa of Western Samoa, is shown giving English as a second language tutorial help to an English Language Institute student from Tahiti.



Senior George Hunt of Western Samoa helps a student in the college language laboratory where he is learning how to operate a variety of electronic aids for language teaching.



Mike Foley, senior BATESL major from Salt Lake City, Utah, leads a class in oral drill. Student teaching in the public schools of Hawaii is a feature of the TESL program.

# Undergraduate TESL Major Curriculum Is Restructured

The undergraduate major in Teaching English as a Second Language (BATESL), an unusual program offered by The Church College in Laie, has recently undergone curriculum restructuring to fit into the school's new tri-semester plan commonly known as the 4-1-4.

The dual focus of the original program (reported in Vol. I, No. 1) has been retained. Recognizing that many graduates are required to teach in heterogeneous situations where only part of the students may be non-native speakers and that full course loads in TESOL might not be available in many schools, the English department designed a program that provides a complementary focus in literature and language. The dual nature of the program provides a means for avoiding over-specialization that might be an employment problem in some areas.

## Revised Program

The revised curriculum consists of the following 4-hour courses: Phonetics and Phonemics, Morphology and Syntax, Advanced Linguistics, TESL Methods, Criticism of Literature, Shakespeare and Contemporary Dramatists, American Literature to 1900, Literature in Polynesia, Twentieth Century Literature, and an English elective. Anthropology is also required.



*Undergraduate TESL majors learn to operate the console of a modern language laboratory at The Church College of Hawaii.*

Because the BATESL major is designed for teacher training, no provision has been made to grant degrees to students who do not complete the requirements of the education department. Students are required to meet requirements for teacher certification in Hawaii, which include supervised student teaching.

Although in its second year, over twenty students are enrolled in the program with increased enrollment expected this year. The first two graduates will receive their diplomas in June and an additional four are expected to graduate in 1970.

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## TESL REPORTER

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