

TESL

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Feedback: An Anti-Madeirization Compound

BY HENRY M. SCHAAFSMA

The goal of second-language teaching is that of giving the students mastery of a skill, but the complications arise when we realize that the particular skill which we wish to pass on is a social skill, and as such differs from other learning, both skill and content, at many points.

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There is one very important part of second-language teaching in a classroom situation of which the teacher must, if he yearns for success, have a complete knowledge. Since we are, by any methodics, teaching a skill, the judgment of progress or nonprogress is of the essential. To ignore it for even a short time is to invite classroom madeirization and, almost surely, to court complete failure. The teacher must regulate his teaching by feedback and devise every means possible to insure

as much repetitive feedback as possible. The term feedback is one borrowed from cybernetics and as applied to second-language teaching stands for a form of negative or positive reinforcement.

Any educational attempt should be one of regular progression toward a known goal. It seems important that the goal in second-language teaching also be stratified so that levels of accomplishment can be talked of. The major goal of acceptable speaking, reading, and writing is just too all-fired immense. The attainment of these level-goals is the effect of a chain of planned movements. The classroom possibilities of feedback

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computation are three-fold with one tangential adherent:

1. Teacher-to-class and class-to-teacher,
2. Class-to-teacher and teacher-to-class,
3. Pupil-to-pupil and teacher observation,
4. Reportage of outside class experiences by pupils to teacher and class.

Most important from a methods-view is the teacher, since only he knows what has to be taught, how it should be taught, the degree of learning which is required, and the means of attaining this. He regulates his progression by the adjustment of his pace according to the positive and negative feedback signals.

Though feedback is an important factor in the teaching of both content and skill subjects, there is a difference in its relative importance as it applies to each discipline. It should not be put forth that there are no elements of skill in content subjects (history, geography), nor should it be said that there is no content in skill subjects; rather that skill or content predominates depending on which type of learning one is referring to.

Mathematics

Second-language learning and mathematics must be specially categorized, as in both of these each progressive step depends on an acquired skill or skills: the material is cumulative and must be mastered logically and sequentially. Failure at any single step vitiates the remainder.

Although we can generally classify mathematics and second language learning together, language presents one aspect not shared with mathematics. That is, the medium of instruction is also the material of the class: We use language to teach language. This increases the importance of structuring and the role of feedback.

The usual means of gathering feedback information is through examinations. In predominately content-centered subjects these may satisfactorily take place at long intervals. Unfortunately, a similar long-interval

system has been carried over to second-language teaching. Skill centered subjects require frequent feedback signals if progress is to be reliably governed. The teacher must have feedback information from class-to-class, if not from minute to minute.

Skills

We are in second-language teaching working with receptive and productive skills. Since this is the case, the feedback signals will take the form of overt responses, either verbal or nonverbal. The responses may be immediate or delayed.

These verbal and nonverbal signals on which we are so dependent are indeed a complicating factor, since in teaching verbal skills our signals are conditioned by the efficiency of our teaching. A vicious circle indeed, when we also realize that the verbal signals during the teaching of receptive skills (hearing and reading) must be expressed in the idiom of the productive skills (speaking and writing). The superior teacher depends at the beginning levels on non-verbal feedback signals, though the feedback information obtained from these subconscious motor responses is not the reason for them. The creation of these signals themselves is a part of the totality of the language learning process.

Productive skills monitor themselves. In the classroom the creation of these skills is in the same way dependent on the receptive skills. The student produces in response to verbal stimulation.

This is quite different from non-classroom activity where productive skills are to a great extent dependent on non-verbal stimulation. One of the greatest problems for the second-language student is the transferring of skills mastered in the classroom to the outside world in the cases where they have not learned to respond to a nonverbal stimulus.

All classroom activities are subject to feedback, exposition and explanation as well as practice and consolidation. It is of no use to the teacher nor the student to press on if

(cont. on page 11)

Using The Personal Pronoun "I" As A Compound Subject

BY GLADYS PANG AND DEBORAH CHU

To teach the correct usage of the personal pronoun "I" when used as a compound subject.

Problem

Island children, as well as their mainland counterparts, seem to have difficulty distinguishing between "I" and "me" when used as a compound subject.

Example 1: "Me and John went to the zoo."

Example 2: "John and me went to the zoo."

Most grammarians apparently do not feel this is a problem area or one that would cause any degree of difficulty because there is very little information readily available for examination. It is generally recognized that errors in pronoun usage are among the most common errors made in speech.

Solution

Young children need to learn about pronoun politeness, that is, it is polite to name yourself last.

Example: "John and I are friends."

"John, Susan, and I are friends."

Young children (ages 5 years to 7 years) must have many opportunities hearing the correct form of the pronoun "I" as well as practicing the correct usage. Through repeated activities integrated throughout the school curriculum, we hope they will be able to make the proper production so that they will acquire native competence.

With greater understanding and more maturity, children can be made to learn that when they have trouble with the pronoun "I" in compound subjects, all they must remember is to use the form they would use if the pronoun stood alone.

Example: "John and (me or I?)

made the blocks fall."

"I made the blocks fall, NOT Me made the blocks fall."

Language Arts

The use of poster pictures showing action words for oral practice.

Procedure: Teacher shows a poster to class. (Example: Silhouette of child running.)

Teacher: "Children, will you all pretend that you are this child. Mary, if you were this child, what would you say you were doing?"

Mary: "I am running."

Teacher: "Mary, if John and you were doing the same thing, how would you say it in a sentence? Remember your manners and name yourself last."

Deborah Chu and Gladys Pang teach at Wheeler Elementary School in Honolulu. Mrs. Chu, currently teaching kindergarten, has 15 years teaching experience in Hawaii schools. Mrs. Pang, a second grade teacher, taught two years in San Francisco and has been with the Hawaii school system for the past eight years. Both attended the summer TESL workshop and collaborated on this lesson plan.

Mary: "John and I are running."

Teacher: "Good, Mary. You remembered to name yourself last."

Teacher: "Now, if there were three of you doing the same thing, who could say it in a sentence? Be sure to name the children before yourself."

John: "Mary, Susan, and I are running."

Teacher could continue with other posters in similar manner for that period and repeat this activity at another time if more practice is needed.

For free activity, the children could pair off and work with these posters, checking each other's responses.

Mathematics

Teaching recognition of numerals 1-10.

Procedure:

Teacher passes out two sets of identical numbers (1-10) to class. The teacher will ask, "Who has numeral 5?" The two children holding this number card will raise their cards. The teacher will solicit correct response, "_____ and I have numeral 5." The teacher will continue in the same manner with the other numerals.

Rhythmic Activity

To be sung to the tune of "Rig-a-Jig-Jig." The children are familiar with this tune.

Procedure:

Have children stand facing each other. (There will be one row of boys and one row of girls.) The head couple will decide what action they will perform (example: Skip, jump, walk, hop, etc.). As they link elbows and perform this action between the rows of children, one of them will sing:

"(Name of the partner) and I walk down the street, down the street, down the street....."

"_____ and I walk down the street, Heigh ho, heigh ho, heigh ho!"

At the end of the song, the couple will take their places at the end of each row. A new action is decided by the new head couple and the same procedure is followed until all the children have had a chance to perform.

Art and Social Studies

Integrating an art activity with the social studies unit on the family.

Procedure:

Assuming the children have had enough background experiences in discussing the family unit, the teacher will have the children draw a situation picture of themselves

and a family member. Later, individual children will tell a story about his picture.

Example: "_____ and I are at the beach, etc."

Science

A study on plants.

Procedure:

Each child has planted some seeds in a can. The children will make daily observations and share their observations orally. The teacher, through guided questions, will try to elicit such responses as "_____ and I see our plants sprouting, etc."

Physical Education

Game: The Ocean is Stormy.

Formation:

Players divide off in pairs and each pair occupies a circle. Two players become the whales. The others will become the fish that is designated on their circle. (Codfish, mackerel, or rainbow trout).

Procedure:

The whales hook elbows and, having no home, move about and take turns calling the names of fish as they move. "_____ and I are whales." "_____ and I are whales." "Are there any Mackerels? etc."

Couples whose fish name is called say "_____ and I are codfish, etc." They leave their circle, hook elbows and drop behind the whales, following them thereafter until the whales call, "The Ocean is Stormy!", whereupon they, together with all who are following them dash arm in arm to secure a vacant circle. Those unsuccessful are the new whales.

The teacher, when he feels it will liven the game, may call loudly, "Typhoon! Typhoon!" whereupon everyone, including those standing in circles, must try to secure a new living place.

Variations: Use names other than those of fish, such as pets, zoo animals, etc.

The Consonant L In Initial and Final Positions

BY MRS. MAYBELLE CHONG

Problem

After teaching Island children with ITA, I have encountered some speech problems. The most pronounced difficulty appears in their oral speech patterns as well as their written expression when they use the consonant "l". The usual substitutions are "y" and "w", i.e., "yady" or "wady" for lady and in the final position i.e., "needoe" for needle.

Solution

1. Hearing the "l" sound in initial and final positions. Use minimal pairs to give practice in hearing the sound.

lace	race	fee	feel
lock	rock	see	seal
load	road	nie	nile
loot	root	tie	tile
lamb	ram	coo	cool
lake	rake	Fay	fail
led	red	gay	Gayle
lead	read	nay	nail
lip	rip	say	sale
let	yet	caw	call
lard	yard	cow	cowl
lip	yip	sad	saddle
lap	yap	need	needle
less	yes	rip	ripple
least	yeast	nip	nipple
late	wait	peep	people
lake	wake		
lend	wend		

2. Recognize the sound.

a. Pass out picture cards with "l" words. Children say their word and place in a pocket chart that has two words; first last

b. Letter Game, choral speaking and solo parts. Use same picture cards but place in envelopes and envelopes go into a bag.

ALL: Mr. Mailman, please look in your bag and see if you have a letter, a letter for me. Mailman passes out envelopes and each will say the name of his picture.

"My letter has a picture of a lamb, pencil, needle, etc."

c. Pantomime sentences explaining what you are doing--then pantomime again and have class tell what you did. Listen for "l" word in the sentence.

Sit up tall.

Point to the wall.

Look at the light.

Lift something.

Climb a ladder.

Close the door.

Clap your hands.

Blink your eyes.

Mrs. Maybelle Chong of Kaneohe (Hawaii) Elementary School, realizing the difficulty that many of our Pacific students have in producing the English /l/, wrote and demonstrated the following lesson for one of the CCH summer school sessions.

d. Jungle Game.

One child says "I saw a lion in the jungle." The next child adds an animal, insect, or bird to the first child's. Observations must contain "l". This is an excellent memory drill. Continue as far as your children are able. It may be a good idea to have pictures of the following to help you:

owl	leopard
fly	lizard
wolf	turtle
oriole	eagle
lion	owl

(cont. on page 9)

Sentence Expansion For The

BY ALICE BRIMHALL

Mrs. Brimhall, who works with culturally disadvantaged children in California, demonstrated the following sentence expansion technique at a CCH summer TESL workshop. These expansion exercises should prove helpful to ESL teachers as this plan could be adapted to any age level in teaching English syntax. Expansion could be limited to single word modifiers or could include phrases and clauses. It would also be useful in teaching compound subjects and verbs, the position of determiners and modifiers, and the normal sequence of the prepositional modifiers of place, manner, frequency, and time.

Most of the children who attend my reading workshop have many learning problems. Among the problems are:

1. The lack of motivation. They see little need for speaking, reading or writing in Standard English.
2. They are poor readers.
3. Their sentence structure is

very limited in both speaking and writing Standard English.

The purpose of this type of lesson is to help overcome some of these difficulties through a manipulative oral exercise.

This kind of exercise adds a little variety to the usual drills, all children can participate, and the child is

English

BY ALICE

The following chart may prove helpful for teaching English word order in expanding

Pre-art.	Art. (Only 1 Choice)	Poss.	Demon.	Ordinals	Cardinals	Superlative or Comparative
all	the	my	this	first	one	more
only	a	our	that	second	two, etc.	most
both	an	your	these	next	several	fewer
just		his	those	last	many	fewest
		her		final	few	less
		its			half	least
		their				

All or any of the above may further modify the noun with the addition 'of'.

Examples:

Although sentences like the following use all of these categories, usually

All, my, final, few, most, modern, large, square, red,

Just, those, final, few, more, old-fashioned, small, narrow,

Elementary Level

motivated through being able to move word cards around himself. He has drill in reading and pronouncing the controlled vocabulary. The child is directed toward making more complex and interesting sentences through expansion and is helped in patterning (word order) and intonation.

The sentence expansion lessons must be adapted to the abilities of the children. The teacher must be cautious in the selection of the words and phrases that are to be used.

The few examples included in this lesson just serve as a guide. The exercises can be made simple or complex, depending on the children. It is better to have short drills and often, rather than to make one long lesson.

After experimenting with one or two lessons, the teacher will become more aware of questioning and

choosing sentences for expansion. A series of English books entitled Oral and Written Composition by John H. Treanor, Grades 3 to 6, MacMillan Co., 1968, may offer some help in sentence expansion.

Materials

Small pieces of paper or cardboard upon which to write words. (Either have two different colors of paper, or use two different colors of ink for writing the words.)

Envelopes to keep each set of words.

1. Give each child an envelope containing the words to be used. If, however, the class is large, just distribute little blank pieces of paper (two different colors) and let the children write the words on the cards. Sometimes this procedure is best because the child reinforces his reading of the word by writing it;

Word Order

C. PACK

sentence pattern drills.

Quality or Characteristic	Size	Shape	Color	Modifying Nouns	Noun
modern	large	square	brown	brick	fireplace
surprising	small	narrow	white	redwood	house
happy	tall	round	etc.	etc.	etc.
overripe	tiny	thin			
etc.	etc.	etc.			

a choice is made from the sections. The order remains the same.

brick fireplaces were sold immediately.

white wall boards were left.

also, each child can keep his words, take them home, and work with them.

2. Teacher tells the children to take all the words out of the envelope and separate the words into two piles according to their colors. (For these example lessons the colors pink and green will be used.)

Example A

green words - look, at, the, apple
pink words - big, red, up, in, the, tall, tree.

3. Children then read the words aloud in the green pile. Then they read the words aloud in the pink pile. Teacher listens for mistakes in word recognition and pronunciation. She gives assistance where needed.

4. Teacher: Now take all the green words and make a sentence that says Look at the apple. (base sentence)

The children then read the sentence and the teacher offers help when needed.

5. Teacher: Now look in your pile of pink words and find a word that tells the size of the apple and place that word in your sentence. (Look at the **BIG** apple.)

Again the children read the sentence aloud and the teacher assists where needed.

6. Teacher: Now find a word that tells the color of the apple and place that word in your sentence. (Look at the big **RED** apple.)

The children read the sentence aloud. Teacher assists if needed.

7. Teacher: Now find the words that will tell us where the apple is and place these words in your sentence.

(Look at the big red apple **UP IN THE TALL TREE.**)

8. Teacher: What word tells us the size of the tree? (tall) Do you have **TALL** in the correct place?

Each child reads the completed sentence aloud. Teacher helps where needed.

9. The children can put all the words back into the envelope, or the teacher can call out individual

words to be replaced. This gives added drill in word recognition.

Example A of this lesson is a simple one and can be used when a child is about on the primer level of reading.

Example B

1. Same as previous step 1.

2. Same as previous step 2.

Example B:

Green words: the kitten, sleeps

Pink words: little, yellow, peacefully, in, the, cardboard, box, under, the table.

3. The children read the words aloud in the green pile, then they read the words aloud in the pink pile. Teacher listens for mistakes in word recognition and pronunciation. She just assists where needed. If a child has difficulty with some words don't labor over it too long. He will encounter the word several more times in the lesson.

4. Teacher: Now take all the green words and make a base sentence that says--The kitten sleeps.

The children read the sentence aloud and teacher offers help when needed.

5. Teacher: Now look at your pile of pink words and find a word that tells us the color of the kitten and place it in your base sentence. (The **YELLOW** kitten sleeps.)

Again the children read the sentence aloud and the teacher assists where needed.

6. Teacher: Now find a word that tells us **HOW** the kitten sleeps and place that word in your sentence. (The yellow kitten sleeps **PEACEFULLY**. Some children may have **PEACEFULLY**, the yellow kitten sleeps.) If a child does have a different construction for his sentence and it is acceptable be sure to compliment him.

The children read the sentence aloud and the teacher helps where necessary.

7. Teacher: Now find a word that will tell the size of the kitten and place it in your sentence. (The **LITTLE** yellow kitten sleeps peacefully.)

Again the children read the sentence and the teacher helps where needed.

8. Teacher: Now find words that will tell us in what the kitten sleeps, and place those words in your sentence.

(The little yellow kitten sleeps peacefully IN THE CARDBOARD BOX.)

9. Teacher: What kind of a box is it? (cardboard) Do you have CARDBOARD in the correct place?

Again the children read the sentence aloud and the teacher checks word order, intonation, and word recognition as she goes around.

10. Teacher: Now find the words that tell us WHERE the box is. Put those words in the sentence. (The little yellow kitten sleeps peacefully in the cardboard box UNDER THE TABLE.)

The children read the sentence aloud again. Teacher helps where needed.

11. Teacher: All of you have a good long sentence. We call this an expanded sentence. We started with just the green words—THE KITTEN SLEEPS, and by adding words and phrases we were able to make this an interesting sentence. There are more ways to make this sentence say about the same thing. See if you can rearrange some of the words (change the words around) and make the sentence say the same thing but in a different way or order. Some possible arrangements might be:

1. In the cardboard box, under the table, sleeps the little yellow kitten.

2. Peacefully, the little yellow kitten sleeps in the cardboard box under the table.

3. Under the table in the cardboard box sleeps the little yellow kitten.

The children will read their sentences aloud. Compliment them on different arrangements.

12. Children can put words away as in Step 9 of Example A.

Conclusion

These are only two examples of what a teacher can do with sentence expansion. Later on punctuation can be added, or word substitution. The teacher can make her lesson simple or complex to meet the needs of her group. After manipulating the words the children might write the expanded sentence and the various ways in which it can be phrased, but it is most important that the oral reading come first.

Consonant L--

(cont. from page 5)

butterfly	caterpillar
elephant	squirrel
camel	firefly
alligator	wolf
	fly

3. Producing the sound.

The use of a mirror will be most helpful in showing the position of the tongue. Let the jaw drop down to the position of "ah". Raise the top of the tongue to press lightly against the ridge back of the upper teeth (alveolar).

Use the language master to hear and practice sentences that have the final "l" in words:

1. I smell food that is cooking.
2. Can you tell me a story?
3. We have a new automobile.
4. Walk down the hall quietly.
5. Here is the bill from the doctor.
6. Your face looks pale.
7. Be careful when you cross the street.

Former Editor Begins Doctorate

William D. Conway, former editor of the TESL Reporter and director of the English Language Institute at The Church College of Hawaii, has just concluded a summer of graduate studies at the Brigham Young University, Utah. He has been accepted for doctoral work in English at the University of Nebraska.



Herman Sablan, Jose Guerrero, and Julian Taman of the Marianas; Rumoon, Yap; Harry Peter, Marshalls; Marcellino Umwech, Truk; Yosko Malsol, Palau; Reynold Wolphagen, Ponape, and Tofaga Stevenson and Juliana Leilua of Western Samoa, pose with their instructor after a special 40 hour (two week) TESL workshop held at the Church College of Hawaii in June.

In addition to the outlined course of teaching methods and materials in TESL, texts currently used in these countries were evaluated and supplementary materials developed for each area's particular needs. All participants, second language English speakers who are currently teaching English in their native countries, received certificates for their work.

A second session of the scheduled TESL workshop was held because of the large enrollment. Fifty-seven teachers from Hawaii, Samoa, Micronesia, and the Mainland United States, completed this three credit hour course.

Three lesson plans prepared by teachers in the class are printed in this issue of the TESL REPORTER. Others will appear in future issues.

Book Review...

Harris, David P. Testing English as a Second Language. McGraw Hill Book Co. 1969, 151 pp. \$3.40 (U.S.)

This excellent paperback fills a real gap in the TESL field. In non-technical vocabulary and easy-to-understand structure it supplies the ESL teacher with pertinent information in the testing field.

The purpose and methods of language testing and the characteristics of a good test are discussed, followed by chapters on the specifics of testing grammatical structures, auditory discrimination and comprehension, vocabulary, reading comprehension, and writing and oral production.

Teachers who have had previous difficulty in reading texts or articles, or with courses in educational tests and measurements, should have very few, if any, problems with the concluding technical chapters on interpreting and using test results and computing some basic test statistics.

This is a good reference manual for any teacher or administrator in the English Language Arts field.

Alice C. Pack

Butler Joins ELI Staff at Laie



David C. Butler

Mr. David C. Butler, who holds a master's degree in linguistics from the University of Hawaii, has joined the English Language Institute at The Church College of Hawaii.

He attended Brigham Young University in Provo, Utah, and then served two and a half years as a missionary in Korea for the Church of Jesus Christ of Latter-day Saints. In 1963 he received a degree in Asian studies at BYU.

Mr. Butler's graduate work in Linguistics was done on a grant from the East West Center for Cultural and Technical Interchange at the University of Hawaii.

After spending a year of field study in Korea, he taught conversational English at Kyung-hee University and helped record tapes for their new language laboratory.

Mr. Butler will be on the staff of the TESL REPORTER and will teach courses in Linguistics and English as a Second Language at The Church College.

Feedback--

(cont. from page 2)

some point has not been mastered by the majority. Even if a point has been mastered by most, some extra activity must be designed for the have-not-learned minority. Failure to provide this will cause the group to continue to provide only negative feedback to the detriment of all involved. Even though we devise ways to teach inductively, teachers must be sure that induction has taken place.

Failure also to control the practice element as a result of feedback would mean overlearning here and underlearning there. This lack of control never produces a fair user of the language, but, as must be obvious, only a poor user. The teacher must know just how to teach well-prepared materials, and just when to stop with one form and pass on to the next.

The complexity of teaching a social skill places demands at every level. Sound materials must be devised by a marriage of methodics and linguistics. This material, different for each national learning group, must be taught under the control of feedback by well-trained, experienced teachers. Only with these factors met can we look for an optimum amount of success.

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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 150, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding three pages.

SEAMEC Regional English Language Centre in Singapore in Operation

The Regional Language Centre, hosted by the Government of Singapore, and under the auspices of the the Southeast Asian Ministers of Education Council (SEAMEC) desires to establish professional communications with other institutions offering programmes in Teaching English as a Second Language or related fields such as linguistics, language-teaching and teacher-training.

It is also interested in communicating with associations and organizations with similar interests.

The Centre is now operating in temporary premises at 104 Watten Estate, Singapore, and is offering problem-oriented programs in training, research and materials development.

Key personnel from seven Southeast Asian countries, namely: Indonesia, Laos, Malaysia, the Philippines, Thailand, Singapore and Vietnam, are presently attending the second 4-month training session.

As of July 1970 an 18-storeyed permanent Centre will be functioning at Orange Grove Road, Singapore, with staff and facilities for full-scale operations.

The Centre will operate in response to regional needs as identified by member countries themselves, and its general approach will be problem-oriented.

The functions of the Centre are related to the teaching of English within the region; conducting training courses; collecting, producing and distributing instructional materials; disseminating information on training facilities; strengthening programmes and facilities in member countries by the provision of consultant and advisory services; acting as a central agency for the exchange of personnel between member countries; conducting and promoting research and disseminating results; providing professional and administrative support to scholars from within and outside the region.

Programmes and activities include training programmes planned to meet specific problems and needs of member countries to supplement national programmes, and a research program to cover evaluation of teaching programs and techniques, instructional materials research, and fundamental research-linguistic studies.

In addition to the preparation and distribution of its own instructional materials the Centre will be concerned with the collection, evaluation, experimental trial, modification and revision, and distribution of instructional material samples.

TESL REPORTER

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