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Micro-Teaching, Video-Taping and TESL Training

By Ivan D. Muse

The conversation of any group of first year teachers will usually pause for some reflection upon the adequacy or inadequacy of their college training for preparation as educators.

Too often, the comments stress the inability of the teachers to transpose the theoretical discussions of school life at the college to the actual "trial by fire" happenings in practice.

The teacher-to-be approaches his first job with many hesitations and reservations as to his actual ability and skill to do the job required.

Dr. Ivan Muse is Associate Professor in the Department of Education at The Church College of Hawaii. His primary responsibility is teacher training for secondary education majors. Besides instituting micro-teaching and video-taping training for secondary student teachers, he conducts Continuing Education classes for teachers interested in innovative classroom practices. He has been a public school teacher in Arizona and a high school principal in Denver, Colorado. Dr. Muse joined the CCH faculty in 1967.

Frequently, student teaching experience, which permits the only opportunity to relate theory to practice, is completely overwhelming and too complex for a student to be able to find time to concentrate upon development of specific skills or to improve upon weaknesses.

Micro-teaching, first initiated at

Stanford University in 1963, and since used in varying forms by a number of colleges, is a technique for adding relevance to the knowledge that teachers have received and for improving teacher training programs.

This technique simulates, on the college campus, the actual classroom situation with which the teacher-to-be will soon be faced. By miniaturizing the teaching act; that is, teaching a class of only five students for a shortened period of time, the teacher has an opportunity to apply and test teaching strategy in a controlled encounter.

The teacher, under this situation, can stress the development of a teaching skill or the presentation of

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a single concept without the need for preparation of a full 45 minute lesson.

The value of this approach is clearly observable within the program operation. The teacher is provided:

(1) IMMEDIATE FEEDBACK. Following the seven to twelve minute lesson presentation, the teacher, supervisor, and participants (public school students) meet in conference to discuss the teaching act.

(2) SPECIFIC SKILL DEVELOPMENT. A short lesson presentation permits the teacher to concentrate on the development of a specific skill.

(3) RE-TEACHING. A poor lesson presentation is not "fatal" to the teacher. The same lesson, with helpful suggestions from others or by self-evaluation and improvement, can be retaught within a short period of time.

Video-Taping

Video-taping has also been used during the micro-teaching presentations. This technique is not essential for the success of micro-teaching but has been found to be very helpful to the teacher trainers.

At Church College of Hawaii video-taping is used during most of the micro-teaching sessions. During a presentation two cameras are used. One camera faces the teacher and the other the students. A monitor station in an adjoining room records on tape the teacher presentation and the student reactions.

We have found that, after the initial fear of being on camera passes, the teachers and class participants tend to ignore the cameras during the teaching sessions.

Following the micro-teaching lesson, the teacher, high school participants, and supervisor adjourn to a conference room for a discussion of the teacher presentation.

Positive aspects of the lesson are discussed as well as constructive criticism. Later in the day the teacher can review his presentation (in private) to further analyze strengths and

weaknesses.

Self-evaluation is encouraged as well as planning for re-teaching when it appears necessary.

The breaking down of the complex teaching act into simpler, more easily trainable and observable skills is very significant for the teacher.

Teachers exposed to this experience tend to feel more confident during their student teaching (at CCH student teaching follows the micro-teaching experience) and are also more comfortable when supervision of teaching takes place.

Micro-Teaching and TESL

The micro-teaching experience has particular relevance for TESL majors.

The development of language skills requires, initially, student comprehension and oral reproduction. Practice should be designed to make language patterns automatic. Mere listening to a language is not enough as the teacher must include within her oral presentations discrimination of sound, stress, and intonation distinctions.

Student feedback should include goal satisfaction through the accurate, oral reproduction of the required phonological emphases.

Developing Skills

The TESL major must develop certain crucial skills if he is to be successful in his teaching. Foremost among these skills are: teaching ability in commanding attentiveness during oral exercises, pacing of dialogue so as to permit sound discrimination and word recognition while speaking rapidly enough to indicate typical conversation style, and bodily cue gestures that emphasize or express certain thoughts or that tell students what to do during the oral drills.

Micro-teaching permits immediate feedback to the TESL teacher at the completion of a lesson.

In addition, the video-tape provides a vehicle for replay of the lesson presentation. Observations indicating

Games, Songs, Finger Plays in TESL

By Janice McArthur

The use of games, songs and finger plays has a very important place in the teaching of English as a Second Language, particularly with young children.

In Head Start, Kindergarten, and first grade there are many reasons for incorporating these into daily lesson plans.

I worked with Head Start children (ages four and five) from an isolated place on the Navajo Reservation who had little or no contact with English.

Most of the children had older brothers and sisters away at a boarding school who spoke English, but, because their parents didn't speak English, Navajo was spoken at home. When the children came to Head Start it was their first experience with school and English.

Janice McArthur received her B.Sc. from Brigham Young University, 1967, in Child Development and Family Relations with a minor in Indian Studies. She taught Head Start at Navajo Mountain, Utah in 1967 and 1968 and was demonstration teacher for The Fort Defiance Agency, under the Head Start Program of the Office of Navajo Economic Opportunity. During the 1968-69 school year she taught First Grade at Rough Rock Demonstration School, Rough Rock, Arizona. She is now attending The Church College of Hawaii as a graduate student.

I found that one of the best ways to expose children to English was to make it a fun time where they learned without being pressured.

Four and five year old children have a very short attention span, so activities were needed to keep their interest.

Since many of the sounds of Navajo and English are quite different, the first thing was to expose the children to the basic sounds of English.

Navajo is often called a nasal, guttural language because its phonemes include many nasals and

glottal stops.

Since a record player was new to the children, songs were introduced very early in the year. We began by just playing records during their free play and creative periods, then went to a more formal period with the children sitting in a circle singing along with the record. Sometimes pictures were used to illustrate the words of the songs.

A common element that most songs and finger plays have is that of repetition, very necessary in language learning because sounds and words are best learned by hearing and saying them over and over again.

Another element they have is that of exposing the children to the different English vowel and consonant sounds.

An excellent song is "Old Mac Donald Had a Farm". It is full of repetition and also has many of the vowel sounds in it.

Another such song is "Doe, a deer" from the Sound of Music, as it contains many vowel sounds and is easily learned.

Finger plays teach the sounds of English through rhyming words. An example:

Two little birds sitting on a hill
One named Jack; one named Jill
Fly away Jack; Fly away Jill
Come back Jack; come back Jill

The index fingers are used to represent the two birds, and the hands are hidden behind the back when the birds fly away.

An example of a finger play that is a good repetition drill is called Jumping:

Jumping is fun,
Jumping is fun,
Jumping is fun for everyone.
The longer you jump,
The better you jump,
So jump, jump, jump.

In this finger play the hand is moved in a jumping motion. This may also be used as an action exercise with the children performing the acts. Various actions, such as hopping, skipping, etc. might be used.

Finger plays and songs can teach other concepts besides language skills; they can also teach vocabulary.

The following two finger plays can be used to teach the parts of the body:

Eyes: I have two eyes to see with (touch eyes)

Tongue: A tongue to say good-day (stick out tongue)

Hands: I have two hands to wave with (wave hands)

Feet: Two feet to run away (pointing to feet)

Two little eyes that open and close,
Two little ears and one little nose.

Two little cheeks and one little chin
Two little lips with teeth closed in.

This finger play can be sung or spoken:

Head, shoulders, knees and toes,
Knees and toes, knees and toes.
Head and shoulders, knees and toes,
Eyes, ears, mouth and nose.

It is a very active song and the children enjoy it because it gets them up and moving as they point to various parts of the body.

Games

Games may also be included in the lesson plan. Some things to keep in mind when choosing games are, that they should help the child understand the new language better, add variety to the lesson, and help the child learn new language skills.

Children have practiced listening during the years before coming to school. These skills can be capitalized on to expose the children to English as well as to develop the skill of listening.

One such game is called You Must:

The children form a circle. The leader stands in the center of the circle to give directions. Whenever he gives a direction and in-

troduces it with "You Must" the children in the circle follow the directions.

Simon Says is a variation of the same game.

I have found that developing listening perception and auditory skill is very important in teaching English as a Second Language.

The children must hear the sounds before they can repeat them. Games provide an enjoyable way of accomplishing this.

Games can be used to teach sentence structure and plural forms, also descriptive phrases and readiness activities for reading.

The use of games, songs, and finger plays takes on a very vital role in teaching young children. They make learning fun, create a pleasant atmosphere, and keep the children interested longer.

During these activities they also hear the correct sounds of English and learn how to pronounce them. All this is done with the pressure off -- in a warm, acceptive environment.

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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.

A Broader Concept of Minimal Pairs

By Jason B. Alter

When the language teacher hears the term "minimal-pair", he has a strong tendency to think of the use of this device to teach pronunciation, and pronunciation alone.

In this paper I would like to discuss a broader concept of minimal-pairs, namely in the "teaching" of intonation, stress, juncture, structure, and vocabulary.

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Let us agree at the outset that it is fallacious to expect to isolate these various language characteristics in an actual teaching situation. That is, they cannot be taught in a vacuum, nor should they be. Thus, the philosophy of "all the language all the time" is one that the teacher should observe. Moreover, it is fitting and proper to insert an intonation drill in a structure class and vice versa.

The following two sentences can be seen to differ minimally in intonation:

- A. Sam went to Harvard. (Statement, with falling intonation.)
- B. Sam went to Harvard? (Question, with rising intonation.)

The Same-Different approach that is common to the pronunciation drill can also be used here, as can other variations, such as having the student identify which, A. or B., the teacher is saying, etc.

Once the student perceives the contrast, admits that it exists, the teacher can proceed to drill the production of the intonation pattern.

A word of caution: in any type of minimal-pair exercise the teacher must require that the student respond

immediately. Any delay gives the student time to guess; then the teacher has no way of telling whether the student does indeed hear the contrast, or whether he merely luckily picked the right choice.

Minimal-pair intonation drills should best be set in natural contexts, to give the student meaningful practice.

To insure that parroting is not taking place, the teacher should engage in spontaneous probing. In the above example, the teacher might ask: (1) Sam who? (2) Where's Harvard? (3) What did he major in?

This technique enriches any language class. Rigidity and overzealous adherence to the textbook should be avoided. Pace is vital.

A Good Example

The next example is a multi-purpose one, and can be useful for demonstrating minimal-pair differences in (a) semantics, (b) structure, (c) vocabulary, (d) stress, (e) juncture, and (f) punctuation.

- A. The discussion was over whether Jim knew it or not.
- B. The discussion was over, whether Jim knew it or not.

(a) Semantics: In A. the discussion concerned Jim's knowing a particular bit of information (perhaps Alice's phone number).

In B. the discussion was finished whether Jim was aware of that fact or not.

Notice the very different meanings of "it" in the two sentences.

(b) Structure: In A. "over" is functioning as a preposition, and is followed by a noun clause as object.

Vocabulary Participation and Grammatical Formula Shifts

By Yao Shen

Two occurring sentences in present day English are "The man is beaten" and "The man is cooking." The grammatical formula of the first sentence is $N + be + V + N$ (past participle) often referred to as the passive; that of the second is $N + be + V - ing$ (present participle) frequently called the non-passive.

	passive:	non-passive:
$N + be + V - n$	The man is beaten	
$N + be + V - ing$		The man is cooking

Two other occurring sentences are "The man is gone" and "The meat is cooking." They parallel the first two sentences in their fitness to the formulas.

$N + be + V - n$:	$N + be + V - ing$
The man is beaten	The man is cooking
The man is gone	The meat is cooking

But as example sentences of the passive and the non-passive, the second two do not parallel the first two. "The man is gone" is non-passive, and "The meat is cooking" is passive.

The four sentences must be re-distributed, and the one-to-one relationship between $N + be + V - n$ for the passive and $N + be + V - ing$ for the non-passive must be revised in the following way.

	passive:	non-passive
$N + be + V - n$	The man is beaten	The man is gone
$N + be + V - ing$	The meat is cooking	The man is cooking

The re-distribution shows that in present day English, each of the two formulas may occur as both the passive and the non-passive.

On the other hand, "*The man is come" as an example of $N + be + V - n$ in present day English is most likely not to occur, nor is "The meat is serving" as one of $N + be + V - ing$. The occurrence of a sentence, other than because of semantic reasons, depends upon the participation of each specific word in a particular grammatical formula.

For example: "*The man is come" does not occur, but "The man has

The spring, 1970 issue of TESL Reporter will feature an article by Dr. Yao Shen of the Department of English at the University of Hawaii, summarizing the questions raised by ESL teachers in Korea and the Philippines during her summer, 1969 assignment. She has just returned from an invitation by Ewha Woman's University in Seoul, followed by one from the Language Study Center, Philippine Normal College, to serve as a Ford Foundation Consultant in Linguistics and Language Teaching.

In addition to her numerous publications in several different countries, Dr. Shen has delivered papers at Congresses in Czechoslovakia, Germany, Greece, and Japan. Her name appears in dictionaries of scholars in England, Japan, Taiwan, and the United States. Professor Shen has also just concluded her service as guest editor of the Philippine Journal for Language Teaching, Volume VII, Nos. 1-2, the Charles C. Fries issue in memory of her late teacher at the University of Michigan in Ann Arbor.

come" does; "The meat is serving" does not, but "The meat is being served" does. However, "The man is gone" and "The man has gone" both occur, and "The meat is cooking" and "The meat is being served" both do too. "Come" and "go" participate in N+be+V-n differently, and "cook" and "serve" participate in N+be+V-ing differently. The following visual aid tabulates the information.

non-passive:	N+be+V-n:	N+have+V-n:
	*The man is come	The man has come
	The man is gone	The man has gone
passive:	N+be+V-ing:	N+be+being+V-n
	*The meat is serving	The meat is being served
	The meat is cooking	The meat is being cooked

There is a historical phenomenon which accounts for the occurrence and non-occurrence of the sentences. It involves the shifting of the grammatical formulas realized in the various participations of individual words in the grammatical formulas.

N+be+V-n occurred both as the passive and the non-passive in Old English, Middle English, and Early Modern English. Remnants are still found in present day English. N+have+V-n has been the non-passive but not the passive.

passive:	N+be+V-n
non-passive:	N+be+V-n; N+have+V-n

"I am ill and gone to bed," "The army of France is landed," and "The king is come to his daughter" in Shakespeare's King Lear (1603-1606); "We have seen the Star of the East and are come to worship him," and "When they were departed" in The Authorized Version of the English Bible (1611), popularly known as the King James' version of The Bible are examples of the non-passive N+be+V-n in Early Modern English.

In present day English, these sentences would most likely occur as "I am ill and have gone to bed," "The army of France has landed," "The King has come to his daughter," "We have seen the Star of the East and have come to worship him," and "When they had departed."

Historically there has been a shift of the non-passive form N+be+V-n to N+have+V-n. The non-passive has been gradually shifting from N+be+V-n (the same as the passive) to N+have+V-n (different from the passive).

passive:	N+be+V-n
non-passive:	N+be+V-n -----> N+have+V-n

N+be+V-ing indicated both the passive and the non-passive, and still does. "The meat is cooking" is the passive, and "The man is cooking" is the non-passive.

In present day English, the passive N+be+V-ing sometimes also occurs as N+be+being+V-n, a passive formula which scholars claim did not appear until the second half of the eighteenth century. "The meat is cooking" occurring in the passive N+be+V-ing also occurs as "The meat is being cooked" in the passive N+be+being+V-n. But the non-passive N+be+V-ing as "The man is cooking" does not occur in N+be+being+V-n.

Minimal Pairs

(Continued from page 5)

In B. "over" is functioning as an adverb, and the sentence could end right there.

(c) Vocabulary: In A. "over" means "about" or "concerning."

In B. "over" means "finished" or "concluded."

(d) Stress: In A. "knew" can be seen to bear the primary stress.

In B. the "o" in "over" bears it.

Far be it from me to prescribe stress or intonation. The language teacher's idiolect should be the criterion. Thus, one could just as well posit a primary stress on "Jim" in either of the above sentences.

(e) Juncture: A minimal-pair difference occurs between "over" and "whether", there being a perceptible pause after "over" in B.

(f) Punctuation: B. has a comma, while A. does not. The comma serves to allay the semantic ambiguity.

It is the responsibility of the teacher to select examples appropriate to the level of his class. The following is a somewhat less complicated example.

- A. He's going to work.
- B. He's gonna work.

In A. "work" is a noun (cf. "the office"); in B. "work" is a verb, in infinitive form. This is a powerful argument for the use of "gonna" since in this minimal-pair situation there is a definite and distinct difference in the two usages. ("Gonna" is so written to mark the contrast.) You could not use "gonna" in A.

The practicum should be the teacher's guiding light. The minimal-pair technique need not rely on elaborate linguistic terminology, nor should the teacher spend time discussing this.

Whether the teacher chooses in his own mind to regard a difference as one of vocabulary or structure, as stress or juncture, etc. is somewhat beside the point.

The technique can function as a teaching tool, to aid the student in his struggle to control the language he is learning.

The teacher should not belabor the student with analysis or expect him to cope with it.

Own Informant

Often the teacher neglects to regard himself as his own informant. While this can lead to self-bias, there are frequent items that can be used to enhance the language class. Or an item can stem from something that the teacher reads, or something that he hears as he is walking across campus. In a sense, eavesdropping can be a teaching aid.

I leave with you one more example, and again urge the teacher to compile his own inventory or gimmickry, the ultimate purpose being to give his students added insight into the language; at the same time, this technique may serve as an embellishment or a divertisement.

- A. The ball was hit by SAM.
- B. The ball was hit BY Sam.

In A. "Sam" bears the primary stress, to indicate that he is the doer of the action. In B. the primary stress is on "by", to indicate that the ball went past Sam.

Two-word Verbs

This brings up another matter of "two-word verbs", which could be the subject of a separate article, since they are the source of considerable student (and teacher) anguish.

We could go on and on with the above example. Suppose we changed Sam's name to By (short for Byron). Then: The ball was hit by By.

If you were talking to Sam: The ball was hit by By, Sam. Etc., etc., etc.

The intent of this whole paper is to awaken the language teacher to

the multifarious vagaries of minimal-pairing, to indicate avenues of insight and enlightenment, whereby teaching methods can be more efficacious, to the benefit of the student.

The minimal-pair technique has almost limitless ramifications. The teacher must choose among them, gauging them to the needs and capabilities of his students.

Book Reviews...

Trimble, Martha Scott. Programmed Review of English. Harper and Row, 1969. Unit 1 Spelling, 154 pp. Unit 2 Diction, 135 pp. Unit 3 Writing, 395 pp. \$2.95, \$2.95, \$5.50 (U.S.)

As stated in the preface, this series of programmed texts is not an introductory course in English although it begins on a basic level.

It would probably be useful to second language speakers only on an upper division or graduate college level.

The books are designed to assist students with writing problems, and linguistic terminology and transformational and structural grammatical analyses are basic.

This might be very confusing, particularly the third book which deals with English grammar and syntax, to the second language student or to anyone who has been steeped in traditional terms and methods.

However, these same terms

Brown, Thomas H. and Sandberg, Karl C. Conversational English. Blaisdell Publishing Company. Waltham, Massachusetts, 1969. 333 pp. paperback.

Conversational English is an intermediate text for learning English as a second language at American Universities, with twenty lessons emphasizing mastery of oral structures through intensive drill.

A useful appendix, and pronunciation exercises in each lesson, focus attention on the vowel, consonant, stress, rhythm, and intonation features of American English commonly confused by foreign students.

Sentence rhythm, stress, and intonation, are illustrated by dots on a relative scale similar to a musical staff.

Each lesson incorporates a short dialogue introducing structure items, cultural comments, dialogue variations, grammar presentation, pattern

and analyses make the books extremely helpful to the English teacher or advanced student with only traditional English training.

Individual work through the programmed texts would provide a useful linguistic background and could clarify some of the newer grammatical terms used in recent English texts and journal articles for these teachers.

College students who have trouble with sound-alike or look-alike English words (such as affect-effect, emigrate-immigrate, lie-lay, etc.) should find books 1 and 2 particularly useful and those who have problems phrasing ideas into comprehensible paragraphs would want to continue with book 3.

Alice C. Pack

exercises, question and answer exercises, controlled conversation, and free situations.

Writing exercises in the form of controlled compositions have been added to the last eight lessons. The dialogues, cultural comments, and pattern drills are commendably centered around everyday situations the foreign student will encounter while attending college.

This book should fill a real need for the many foreign students who arrive in the United States with some competence in reading and at least a basic knowledge of the grammar but need practice in the oral manipulation of English structure.

David Butler

Vocabulary Participation

passive: N + be + V-ing; N + be + being + V-n
non-passive: N + be + V-ing

Historically there is the beginning of a gradual shift of the passive from N + be + V-ing (the same as the non-passive) to N + be + being + V-n (different from the non-passive).

passive: N + be + V-ing -----> N + be + being + V-n
non-passive: N + be + V-ing

Between the two sets of passive and non-passive formulas, there is a similar shifting process. The difference is that the non-passive shifts from the same as the passive to different from the passive, and the passive shifts from the same as the non-passive to different from the non-passive.

passive: N + be + V-n
non-passive: N + be + V-n -----> N + have + V-n

passive: N + be + V-ing -----> N + be + being + V-n
non-passive: N + be + V-ing

Chronologically the non-passive N + have + V-n has been consistently in the English language as early as Old English; it has been co-existing with the non-passive N + be + V-n. The passive N + be + being + V-n is a recent development; it is beginning to co-exist with the passive N + be + V-ing.

One set of four mutually exclusive sentences in present day English in their passive and non-passive are

passive:	Non-passive:
The chicken is eaten	The chicken has eaten
The chicken is being eaten	The chicken is eating

As formulas, N + be + V-n includes both the passive and the non-passive; N + have + V-n excludes the passive. N + be + V-ing includes both the passive and the non-passive; N + be + being + V-n excludes the non-passive.

passive:	non-passive:
N + be + V-n	N + be + V-n
	N + have + V-n
N + be + V-ing	N + be + V-ing
N + be + being V-n	

The sentence examples are

passive:

The man is beaten

The meat is cooking

The meat is being cooked

non-passive:

The man is gone

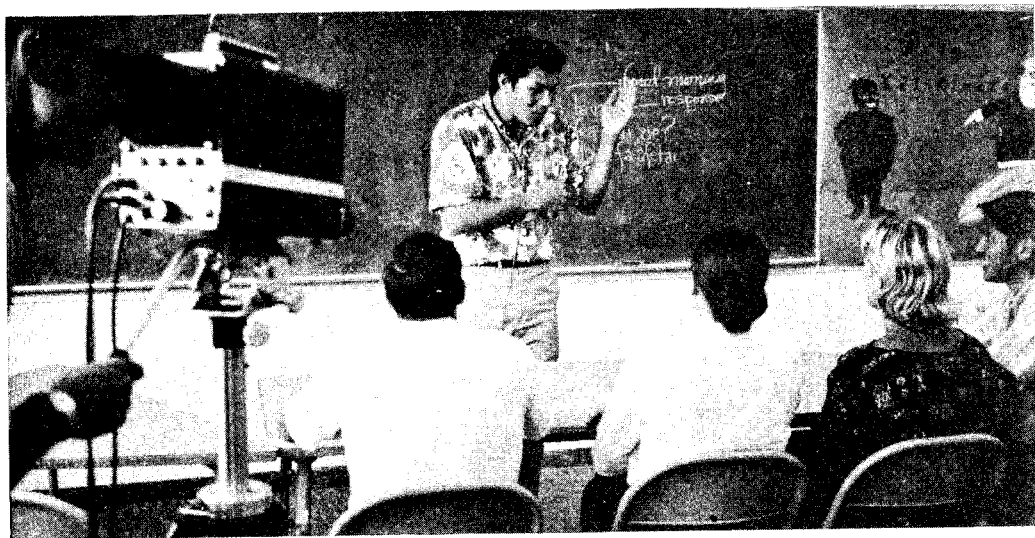
The man has gone

The man is cooking

Information on the historical shifts of grammatical formulas realized in various participations of individual words which account for the shifting process of the grammatical formulas can help in understanding the behaviors of some present day grammatical formulas with specific words. The examples used here are two sets of passive and non-passive in English.

References:

1. Albert C. Baugh, A History of the English Language, (second edition), Appleton-Century-Crofts, Inc., New York, 1957, pp. 296; 351-354.
2. Martin Joos, The English Verb Form and Meanings, The University of Wisconsin Press, Madison, 1964, pp. 91-98.



George Hunt, senior BATESL major, giving a micro lesson in beginning Samoan to other education majors. At left, Dr. Muse operates the TV camera.

Micro-Teaching...

Continued from page 1

that the teacher spoke too rapidly to be easily understood, or did not use cue gestures appropriately can quickly be discussed and viewed, and then can serve as a base for the teacher to plan for improvement.

Micro-teaching and video-taping

appear to have considerable merit as techniques in improving the training of teachers.

Additional research and practice in this area should prove fruitful in further improving the training of teachers.

TESL Text Information Request

Teachers have expressed interest in the articles and lesson plans published to supplement TESL texts.

For research in the different areas covered in the texts, I am making a survey of the textbooks currently being used at various institutions in teaching English to speakers of other languages.

It would be a great service if you would fill out the blank below and mail it to me.

If you will indicate your name

in the blank, I will be happy to send you a compilation of all information collected when this is completed, and place you on our mailing list to receive the quarterly TESL Reporter without charge.

Mrs. Alice Pack
Editor, TESL Reporter
Assistant Professor & Director
of English Language Institute
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If you have textbook lists for classes, send these in lieu of information below.

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Author (s) of text in use _____

Last

First

Title of Book (s) _____

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