

# TESL

Teaching English as a Second Language

# REPORTER

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## What Are Your Answers, ESL Teachers?

By Yao Shen

A skill which insightful teachers strive to cultivate is what poet John Keats called "Negative Capability." Negative capability enables a man to have imaginative and objective insight into the minds of other men. Keats could be referring to the speculative faculties of negative capability when he says in "Hyperion,"

*... there grew  
A power within me of enormous  
ken  
To see as a god sees, and take the  
depth  
Of things as numbly as the outward  
eye  
Can size and shape pervade.*

Teachers of English as a second language in a community in which English is the native language frequently wonder what could be

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which English is not the speech of the community. One way to help realize this negative capability is to ask such teachers directly, about the specific uncertainties that plague them. Two factors, however, often impede this: a lack of occasions on which to ask such teachers and the teachers' unwillingness to voice their problems.

Invitations from Korea and the Philippines to consult on language teaching provided an appropriate opportunity to seek out some of the problems in the minds of

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within the minds of their fellow teachers who are non-native speakers of English and who teach English in an environment in

such teachers in their respective non-native English speaking communities. Since lectures are only one-direction communication, a question-answer session following each lecture brought forth some of the problems. Those who did not wish to speak up, wrote out their questions without furnishing personal identification and turned them in for discussion. Such a technique increased the output of questions both in quantity and in variety by minimizing the inhibition of the participants. Inhibition often is the primary cause of non-vocal reactions. Assistant Professor Alice Pack, the editor of this journal, was of the opinion that information in the questions could be advantageously shared by other interested ESL teachers to identify convergent and divergent problems, to weigh emphasis on various problems, and to devise possible solutions.

Lectures and discussions took place in Seoul; Manila and Quezon City; Cotabato in Mindanao. Participants were mainly high school English teachers. Others included professors of English literature and English language, language teachers other than English, and administrators from deans of graduate schools to kindergarten principals. Subjects requested to be dealt with varied from detailed matters of pronunciation to transformational grammar, language testing, writing-composition, and the latest theories in language acquisition.

The most frequently raised question have been edited (in style only) and grouped into the following nine areas. No oral questions, with the exception of one, are included as there were so many of them. The exception which is included here occurred time after time but did not appear once among the written questions. Other than that, in general, the oral questions touched the same areas as those of the written ones.

- A. How important is proper pronunciation when the majority of students do not have the opportunities to use their English in communities in which English is their native language?
1. To what extent should teachers tolerate poor pronunciation?
  2. Isn't it bad for a small group of students who have good pronunciation to be jeered at by the large majority who have poor pronunciation?
  3. Should each dialectal group keep its

own pronunciation of English for local communication?

4. Would you be against the idea that dialectally different groups should keep their respective local pronunciation of English so that others can identify each as (name of dialect) English?
- B. If, as some recent socio-linguists say, most adult native speakers of English produce ungrammatical sentences, then should we also teach ungrammatical sentences?
1. Which group of adults are they referring to?
  2. What do they mean by ungrammatical sentences?
  3. Which kind of ungrammatical sentences should we teach?
  4. Do transformational grammarians consider the kind of ungrammatical sentences referred to here as grammatical, ungrammatical, or agrammatical?
- C. How useful is transformational grammar in teaching English as a second language?
1. In what way can transformational grammar benefit non-native speakers of English when neither the teachers nor the students have the "native intuition" called for in working with transformational grammar?
  2. Why are some language teacher-trainers buying and selling transformational grammar when no transformational grammarian has as yet analyzed a single language?
  3. It seems that transformational grammarians are getting farther and farther apart among themselves. What is the cause of this phenomenon? Don't they have common ground to work on?
  4. What is Chomsky doing nowadays? Has he forsaken his flock? Or is he changing his mind again the way he did between *Syntactic Structures* and *Aspects*?
  5. Why do transformational grammarians speak so unkindly of the "structuralists" when at the same time they use a fantastic amount of the research results of the structuralists right and left?

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# I Am A Mouth

By George Hunt

I am a Mouth. I work under the direction of a brain belonging to a Samoan. I am a lucky mouth, because my brain has taught me how to speak English, and although some of the sounds were hard for me to make at first, my brain made me practice until I could make the sounds it wanted me to make without too many mistakes on my part.

Are you a Samoan? I hope you realize just how hard your brain has to work when you speak English. Your mouth has a hard time, too, you know, because some of the sounds

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it has to make, it has never needed to make before in Samoa. Let's try this, for example:

"My brother put a big pig in the truck." Your brain had to work very hard to keep your mouth from saying "My bradder pud a pick bick in da trug." Samoan mouths usually don't have to make a few of those sounds, and so they either can't make them at all, or they make them in the wrong places.

I understand some of the problems your Samoan mouth has because I had a few of them myself, so why not let me help you. We'll try those [p]'s and [b]'s again. The difficulty here is that in Samoan we have only one sound to make, [p], but in English there are two sounds, [p] and [b]. I don't really blame your mouth for not wanting to work overtime on two new ones. First you have to decide which one you need, then you have to concentrate on saying it correctly so that they don't sound the same. A lot of unnecessary bother, you say? Perhaps, but that's English.

We could try this: First, hold your hand a little way from your mouth, and say "palusami". Your hand didn't feel anything did it, because there was no little breath of air when you said the [p]. Say "paper".

That time you should have felt a puff of air on your hand twice--one for each [p] you made as you said the word. Now let's try to see the difference. Hold a piece of paper in front of your mouth, just like you did with your hand. Now, when you say "paper" you can see the paper move with your breath if you are saying it correctly.

You will have to practice saying words with [b] in them to get the sound right--it is not hard to make, but you must think carefully before you say it, so that you do not confuse it with a [p].

The lip position is the same but your vocal chords vibrate when you say [b].

Here is a sentence for you to try: "Peter picked some peas and beans and put them in a bucket."

If you put your fingers in your ears and say the sentence again, you will be able to hear a humming noise and feel the vibration as you say the words with [b] in them, like "beans" and "bucket".

## [d] and [t]

You can try this same test as you practice saying words with [d]. In Samoan, you are used to using [t] without a puff of air, so when speaking English, because you find the [t]'s easy to say, sometimes your mouth gets lazy and wants to say a [t] all the time instead of putting in the [d]'s where they are supposed to go. When you say [d], your mouth does almost exactly the same thing as when saying [t]; there is only one difference - the vocal chords vibrate and make the humming sensation again when you say [d] correctly. Practice saying words like "trot" and "trod", "tread" and "dread", "down", and "town".

Say "Donald took a trip downtown". Try to remember not to use a Samoan [t] for both the English [t] and [d].

## [k] and [t]

There is no [k] in the Samoan alphabet, but it is easy for you to say because you often exchange it for the [t] in Samoan

when speaking with your friends; thus you often say "kama" and "keine" instead of "tama" and "teine". This makes it easy for you when you say English words like "cake" or "candle", but once again you must be careful not to use this sound instead of the voiced [g] sound in English in words like "garden" and "game".

### [g] and [k]

In Samoan, the written [g] is really an [ŋ] sound like you would find in the words, "singing", "ringing", "swinging", etc. The nearest sound to the English [g] then, is the [k], and because this is easy for you, your mouth often does not bother with the new sound [g]; instead it says "came" when you mean "game" or "crab" instead of "grab". Try this: "Gilbert caught a cold after going to the game."

With your fingers in your ears again, you can easily tell the difference between "came" and "game", "come" and "gum", "could" and "good", "curl" and "girl". There is a big difference in the meaning of these words, so try to make a difference in the sound of the words by practicing to say your [g]'s and [k]'s clearly.

### [d] and 'th'

There is one last sound which seems hard for mouths to remember. Unlike some other foreign speaking people, we Samoan mouths can say "church" and "chicken" easily enough, but our tongues get lazy when it comes to saying "this", "that", "these", and "those". Here is one time that we say [d], and it is the wrong time. We should say, instead "th"—a funny sound which is made by putting the tongue between the teeth. People who study these things call this sound an "interdental fricative" which is either "voiced" or "voiceless". You needn't worry about that, however, just keep the Samoan [t] and the [d] out of "them", "the", "these", "then", and words like them.

A different sound is made in words like "thin" and "think" and "thong". These are the "th" sounds which are called voiceless, and you can tell that when you put your finger in your ears again, and listen to the difference between "feather" and "thus", and "thick" and "thin".

We have talked about seven different sounds, sounds which Samoan

mouths find hard to make, or else make in the wrong places. These are sounds which will make a big difference in the way you speak English, and which make it easier for people to understand you.

### Practice Often

You will need to practice often: Talk to your friends in English; read aloud; think carefully about what you are saying and what you really want to say. You may need to produce each sound slowly at first to get these sounds correctly; then try them rapidly in English sentences. Don't develop bad habits by making the wrong sounds just because they are the easy sounds which you are used to.

There is a lot of work ahead for you and your mouth, but you can both learn to speak these English sounds correctly if you try. I know, because I am a mouth, and I am a Samoan and I have learned them.

## New Look

The new look in this issue of the TESL Reporter is attributable to a modernized type composing system installed at The Church College of Hawaii's Publications Department in January.

It is an IBM Magnetic Tape Selectric Composer System which conveniently allows the variety of body types appearing in this issue.

Readers interested in printing may like to know that the body type used in TESL Reporter is 10 point Press Roman Medium and that all type smaller than 12 point has been set on the MT/SC System.

Headlines have been produced on the new A-M Varsity Headliner.

The MT/SC System replaces a Friden Justewriter system which has been used for college publications since 1963.

## Coming

In the Summer 1970 issue of  
the TESL Reporter:

"Repeatability and  
Reduplication" by Dr. Peter  
Fries, University of Wisconsin.

# The Schwa

By Lurline H. Coltharp

One of the sounds of English that causes problems is the schwa, the lax mid-central vowel. These problems may be classified in several categories. A clear understanding of the differences involved will help the teacher in preparing the student to use English effectively.

One of the problems involves reading. The student must realize that any of the five vowel graphemes can be used in spelling to indicate the vowel sound that should be pronounced as a schwa: above, label, raisin, labor, and walrus. This knowledge may help the student in both reading and spelling.

A second problem is providing a proper lexical interpretation for schwa. It is used with "n" [ən] to mean the word "an" as in "an apple," but the same [ən] is also used

Lurline H. Coltharp, Associate Professor at the University of Texas at El Paso, is the author of *The Tongue of the Tirillones: A Linguistic Study of a Criminal Argot*. (The University of Alabama Press, Number seven in their Linguistic and Philosophical Series) and numerous articles in *Linguistics*.

She has produced the taped series "Lecture Tapes for Study Skills," I-VII.

to mean "and" as in "cup and saucer."

Schwa is used alone to mean three different words. It can be used for the word "a" as in "a cup" [kəp].

In addition it is used to signify the word "of" as in "a cup of coffee" [kəpə]. A third word represented by schwa in normal speech is "have" as in "could have gone" [kudə].

Difficult as these lexical interpretations may be, perhaps it is even more difficult for the non-native speaker to gain mastery of the schwa as a structure signal.

The schwa is used in many compounds for elements that receive weak stress. As an example, the word "man" is normally pronounced with an ash, but in the compound "policeman" the second element is [mən]. If the student is to master normal speech, he must learn two pronunciations, one for a word as a single element and another for the same word when it is used in

a compound. Another aspect of the problem of structure signals is in the pronunciation of verbs. When used as single verbs, "have," "has," and "can," for example, are pronounced with an ash as in the sentences: "I have a book." "He has a book." or "Yes, He can." However, when they become one element in a two-word verb phrase, the ash is replaced by the schwa. "They have gone." [həv] "He has gone." [həz] "He can go." [kən] And, as has been seen, the word "have" may be pronounced as [ə] in a three word verb phrase, "could have gone." A student should be able to interpret these changes as structure signals.

The teacher faces many problems in helping a student gain control of the English language. The schwa is only one sound, but it is an important one. The difficulties have been divided into those involved in reading and spelling, those involved in lexical interpretation, and those involved in structure signals. A knowledge of these divisions can be of great practical advantage to the teacher in evaluating the level of competence of a beginning student, in preparing drills, and in preparing tests to determine the results of training.

## TESL REPORTER

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

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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.

# Yes-No Questions and the

By Alice C. Pack

ESL students who have been taught yes/no questions with auxiliaries and modals frequently do not respond to disjunctive questions unless the questioner pauses before and after the *or*—an artificial intonation.

TESL teachers whom I have questioned almost unanimously agree that most students, even at advanced levels, answer yes or no when asked such ordinary questions as, "Do you want coffee or milk?" and "Are you going today or tomorrow?"

## Interviews

When no experimental data could be found to substantiate these assertions, questions were inserted in oral interviews with foreign students at the Church College of Hawaii. Originally eight questions, using two modals (can, should) and the auxiliaries (be, have, do) were included, but an artificial situation was created when more than four of these types of questions were used. Original questioning was done in midsemester after the questioners had become acquainted with the students—another drawback to the experiment.

Four questions were finally selected from the original eight for a new experiment—one using a modal, one using the auxiliary be, and two with the auxiliary do. One of the questions had a permitted substitution for students who might have just arrived on campus and were not yet employed. Questioners were ELI Instructors or mentors assigned by the foreign student counselor to assist these students with registration, orientation, etc. As a control the phrases preceding and following the *or* were to be reversed in every other interview. Intonation used by the questioner was to be the regular rising, falling pattern used in yes/no questions—the one considered normal for this type of questions.

## Results

It was difficult for the examiners who were used to working with foreign students to ask the questions in the prescribed

manner during regular orientation and placement interviewing sessions. The effort to communicate usually took precedence over testing objectivity so all the desired data was not obtained. However, the questions elicited some general conclusions.

The majority of new students answered yes to all the questions they were asked (regardless of order) and the questioners had to ask each part of the *or* question separately to determine which of the two choices was indicated by the student.

Some of the yes answers seemed to be the agreement yes which second language speakers often give to indicate understanding when a conversationalist pauses, (when they usually don't understand but would feel embarrassed if they admitted the fact).

An occasional intermediate student and a few advanced students gave the indicated English responses, but these were a minority group. They often answered yes, and then completed the statement with one of the *or* choices.

Another problem with this question experiment was that new students often brought junior or senior students who spoke their native tongue to help them with registration and then turned to them for information or for confirmation when they answered any question. Students, familiar with the college and the mentors, were almost the only ones who would ask for a repeat of a question. Others might occasionally say, "I don't understand."

## Written Assignments

College students' confusion in written work involving these disjunctive *or* questions is verified by an examination of their work in a text that requires the substitution of affirmative statements for questions using modals and auxiliaries (including do) in regular yes/no questions. Students were instructed to omit a yes or no and write long affirmative answers, which would result in a well written paragraph. Three different assignments had an *or* choice inserted without instructions to make a choice. Four out of five intermediate (Michigan written test scores 70-75) students wrote the

# Disjunctive Or

following sentences in their paragraphs and essays:

"I warmed up coffee or tea."

"I went to an inn or I slept outdoors."

"I stayed inside the Observation Tower or went outside on the eighty-sixth floor."

"The river grew deeper or more shallow the further Hudson went up the river."

College students on a beginning level (Michigan test 35-60) answered written question on a listening exercise in the following way: "Is it hard or soft?" "Yes, it's hard." "Is she in America, in Asia or in Europe?" "Yes, she's in Europe."

## Textbooks

All textbooks listed in the TENES report indicating use by five or more colleges were examined for the use of *or* in instructions, sentences, and questions for both student recognition and production. Many of the texts used *or* for instructions and had a few questions with *who* or *which* and an *or* choice, but most had no recognition or production coverage of questions using an auxiliary or modal and the disjunctive *or*. Those which did simply inserted these questions among other types without reference to the differences in structure.

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Only two of the books examined had any significant coverage. One was a section of Intensive Questioning that included a series of *Or* Questions with those on *Wh* Questions and Yes/No Questions. However, this book came late in a series (No. 4 of a series of 6 books covering beginning to advanced English as a Second Language) and the following book in the series, which gave an intensive review of the *Wh* and Yes/No questions (also introduced in earlier books), failed to list a single *Or* question.

One book had a lesson with a reading exercise describing the playing of a game. "What is the object?" Included were nine questions with "Is it" and an *or* choice. (Is

the object inside the room or outside? Is it in front of me or behind me? Is it large or small? etc.) Answers were given for the questions and 15 conversational questions followed the reading with "Is it.... or ....?" This exercise did not include any questions with *do* or the modals and there was no review. When five of ten questions in a lesson on contractions included an *or* choice with "Would you rather have". After the *or* the word "than" was given in parenthesis (Would you rather have tea or (than) coffee?) as a help. Earlier instructions were given to answer some questions in the affirmative using complete sentences. Included was the question "Do you like to drink coffee or tea?"

## Daily Use

It is necessary to teach TESL students to recognize and reply correctly to these disjunctive questions because they are an integral part of everyday American English. One cannot order a meal without the inevitable "Do you want coffee or tea?" "Pie or cake?" Purchases in any department store immediately invoke "Is this purchase cash or charge?" or "Do you want to charge this item or pay cash?" When one travels the place selected may require a choice even though a ticket to a definite destination may have been requested. (In the following example--New York) "Do you want to go to Chicago or straight through to New York?" "Do you want to stop en route in Denver or Chicago?" Then comes the inevitable choice of first class, tourist, or economy flights on planes; roomette, pullman, or coach on trains; first class, second class, tourist, or deck on snips, etc.

Even dating can become a problem to the student when one is confused with such questions as "Shall we go to the show or bowling?" "Would you like to eat now or later?" "Do you like \_\_\_\_\_ or \_\_\_\_\_?" (With a choice of activities, foods, movies, etc.)

Advanced students in English often lose all confidence in their ability to

Continued on page 12

## Your Questions--

continued from page 2

- D. If, as some of the recent psycho-linguists claim, a child does not learn language by imitation, how does he learn it according to them?
1. Does this mean that when a child is left alone without hearing anyone saying anything he can produce a language on his own?
  2. If two children are left alone by themselves without hearing anyone saying anything,
    - a. Would they be able to increase any of the vocabulary used by others?
    - b. How would they learn the modals?
    - c. How would they know the inflected forms, especially the irregular ones?
  3. How come a child growing up in a Mandarin speaking environment speaks Mandarin but not Tagalog, and a child growing up in a Tagalog speaking environment speaks Tagalog but not Mandarin?
  4. Does a second language learner acquire his second language by imitation or does he not?
  5. I refuse to believe that there is no imitation. There has to be some. Don't you think so?
- E. When should we begin to teach reading?
1. Would it be psychologically right to teach reading (of two different languages) to grade one pupils at the same time, especially when one is phonetically spelled and the other one is not?
  2. We teach elementary school students oral English, and they enjoy it immensely. Beginning junior one (seventh grade), we teach reading. How they hate reading. Because they hate reading, they gradually stop speaking. Many end up hating English as a subject. What can we do about it?
- F. Don't you think that too much time is spent on oral drills, and how about the written aspect of the language?
1. Structure, mode of paragraph development, and organizational pattern are some of the items that may be controlled in the teaching of writing. Can you suggest others and elaborate on them?
  2. Teaching English composition has always been a very vexing part of the instructional program--English. How can the teachers as well as the students be helped along this line?
  3. What type of controlled writing can we give in the high school or in college?
  4. I would allow pupils to talk as much as they can, provided they speak good and intelligible English. Unless the pupils can't express anything, don't you think controlled composition will just cramp pupils' ideas.
- G. What norms should an English teacher follow in teaching English to non-native speakers?
1. Is there such a thing as formal or informal English?
  2. In the Philippines, the learning of English as a second language is motivated *mainly* by a desire to understand the language of instruction and *not* to use it for communication. At this juncture, what should we stress: the stilted English language patterns, structures and words used in textbooks or the patterns and vocabulary used in conversational English?
- H. How bad is it to use students' native language in class?
1. I have spent a lot of time using English to explain. When the level of English of my students is very low, they don't understand what I am saying. Then I waste time and feel discouraged. Now I use our native language to explain. Some people think it is bad, because I interrupt the students' listening to a stream of English. But my students know what they are supposed to do. What is your opinion?
  2. Sometimes I tell my students a little story in our native language, and then ask them to write it out in English. I find students enjoy doing it. They talk to teach other about the story in English, frequently in bad English, I admit. I am also upset



by the idea that I may be making them associate their native language with English. Is what I have been doing something to be discouraged?

- I. What is your opinion concerning the use of audio-visual aids in a language learning class?
  1. We cannot afford to buy those so-called up-to-date electronic gadgets. Will not using them promote bad English production? To what extent have such gadgets been proven successful in teaching language in general, besides the obvious fact that businessmen have made a lot of money?
  2. How do I distinguish between the language teacher who spends so much time using all sorts of audio-visual aids and the teacher who teaches audio-visual aids?

It must be remembered that the purpose behind this write-up is to share present day information for constructive future planning. Learning on the part of the students and teaching on the part of the instructors involve ever-moving and ever-unfolding processes: we may recall what King Arthur said to Sir Bedivere before his passing:

*The old order changeth, yielding place  
to new,  
And God fulfills himself in many ways,  
Lest one good custom should corrupt  
the world.*

While "to see as a god sees" remains a harsh demand, to know some of the present problems might help direct language teacher to

*...rise on stepping stones  
Of their dead selves to higher things.*

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*Dr. Shen left her replies out. She is sharing these questions with us with the hope of receiving responses from you. We will be happy to publish short pertinent, precise answers.*

*(Typewritten, double-spaced, 1 to 3 pages)*

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## Summer School

The Aloha Summer Session catalog of the Church College of Hawaii lists the following classes which might interest teachers or students of ESL. The regular session is June 17-July 25, 1970.

### **Education 597 Workshop In Teaching English As A Second Language (3)**

Section 1-June 15 to 26, 8:00-12:00 Daily, Room 39.

Section 2-June 29 to July 10, 8:00-12:00 Daily, Room 39, A. Pack

*This course is designed to acquaint the classroom teacher with the basic principles and practices of English and a second language. Teachers from Hawaii will find many points especially useful in handling students with multilingual and/or pidgin backgrounds. Creation of practical teaching lessons and materials is emphasized. No prerequisite.*

### **Linguistics 300 Introduction to Linguistics (3)**

12:45-2:45 MWF, Room 80, Butler.

*This course provides a basic introduction to descriptive linguistics and its terminology. Course work includes phonology, morphology and syntax, and descriptive and transformational approaches to teaching English grammar. It is an excellent background course for the study of any language, including English. No prerequisite.*

### **ELI 105 Foreign Student Skills Program (2)**

7:00-9:00 Daily, Room 44, Butler.

*This course is for foreign students who need preparation to take Freshman English classes. It will aim at building skills in Library use, dictionary, vocabulary, listening, note taking and others.*

### **Education 525, People of the Pacific Islands Workshop (4)**

Between 9:00-2:45 Daily for 3 weeks, Laird.

### **English 321 Literature in Polynesia (2-4)**

9:10-11:10 T Th Room 71A, Blankenship

## UH Graduates Visit CCH



Among the numerous visitors to The Church College of Hawaii in February were this group of graduate students from the University of Hawaii MATESL program who spent two days of their interim study here examining the English Language Institute and BATESL program. Mrs. Pack and Mrs. Benioni are pictured with the group.

## Book Review

Rutherford, William E. *Modern English*. Harcourt, Brace, and World. New York, 1968. 482 pages. Hardbound. U.S. price: \$8.50.

*Modern English* is a textbook for college-level foreign students who have had previous training in English. As the most ambitious attempt so far to apply the insights of generative-transformational grammar to the practical problems of teaching English to foreign students, it should be a book of considerable interest to TESL teachers.

The twenty units of the book provide ample material for a two semester or three quarter course of study. There are also two preliminary units for students who need a review of the fundamentals of English structure.

Each unit contains three parts. The first part begins with a dialogue introducing the structural patterns to be learned in the unit, continues with utterance discrimination and utterance contour drills that reveal the

sound contrasts basic to understanding, and ends with a short section for memorization. Part two of the unit contains five sections on grammar; each introduces a basic point of grammar and provides a variety of oral drills to fix the concept. Part three has a short reading selection and written exercises to further reinforce the grammar of the unit.

Although teachers and students accustomed to the explanations and drills of traditional grammar or structural linguistics may well be initially frustrated and somewhat disoriented by the novel terminology and techniques of this book, the excellent organization and new insights offered in *Modern English* deserve a wide audience.

David Butler

# Classroom Use of Language Records

By Ernst Peutl

It may appear somewhat anachronistic in the age of the language laboratory to write on the classroom use of language records, and it is even superfluous when a native speaker of the language is at hand. But teaching conditions are not always as favorable as we would like them to be and more often than not a native speaker is not available. Indeed, in developing countries even a good language record and a record player may be something of a luxury.

In the following article the attempt will be made to show how grammophone records were used as surprisingly effective teaching aids with German-speaking students, both teen-age and adult, at an intermediate stage of proficiency.

Students had already acquired a good knowledge of basic grammar and vocabulary. The objective was (a) to introduce them to listening to and understanding a native speaker of English, (b) to enable them to reproduce orally and in writing what they had heard, and (c) to make them use it in a slightly changed context so that eventually they would be able to understand English-language broadcasts and discuss them.

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Dr. Ernst Peutl received Foreign Language Teaching Degrees and his Ph.D. from the University of Vienna, Austria. He spent one year at the University of Arkansas as an exchange student and in 1965/66 was a Visiting Fulbright Lecturer on German at Clemson University, South Carolina.

He is currently professor at the Institute of Higher Adult Education, Vienna, Austria, teaching English as a second language and Latin.

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The texts recorded were mostly taken from American and British magazines for teen-agers, such as "My Weekly Reader Young Citizen", and dealt with concrete topics.

Before being presented, the material of the records was divided into relatively short sections, the sentences of which were split up into semantic units each containing a limited number of words and expressions.

At first the entire section to be covered

in a period was played to the class to enable them to adjust to the speaker and his pace. The first reaction of the listeners was usually perplexion. Upon re-play this attitude changed to curiosity in the text presented.

The next step was to turn the students from purely receptive listeners into active recipients of what they had heard. To accomplish this a small sub-section was played and re-played until some of the students were able to reproduce it. The teacher explained in English whatever new vocabulary had occurred, and had it written on the blackboard. Then the next unit was tackled and dealt with similarly, until the whole section was covered. When it was then re-played most of the students were usually able to follow the speaker— which gave them a not inconsiderable psychological boost. During the rest of the period the class members were asked to re-tell what they had heard with the teacher filling in whenever gaps occurred.

Provided with the new vocabulary and having a fairly good idea of the contents of the text, the students were then required to write down what they remembered at home and hand in their work prior to the next lesson. Thus the teacher could easily see what had given the students the greatest difficulty. As they had no recourse to either text or record this was a fairly reliable test.

In the next lesson the section covered the preceding time was played again and, by means of carefully prepared questions, the students were questioned on details. Whenever there was native language interference or a lack of clarity the particular unit was played and re-played until students were quite sure of its meaning and could reproduce it without fault. Through this repeated presentation the class had their attention focussed on specific problems and eventually they were able to reproduce the text independently and without attempting to translate from their native language.

This procedure was repeated with other sections of the record, and when finally the

text was mastered by the majority of the class they were given the original in print for further work and exercises.

It goes without saying that there can be no hard and fast orthodox rule to the method outlined above as the needs of each class have to be taken into consideration but, basically, the same approach is applicable in most situations. A tape recorder with a counter is a considerable advantage as it eliminates the difficulty in properly handling the pick-up. It is also handy in recording original radio broadcasts in case suitable language records are not available.

What then are the main features of this approach?

- (1) Very intensive monolingual practice,
- (2) aural-oral methodics combined with writing practice,
- (3) improved pronunciation through intensive exposure to a native speaker and
- (4) gradual training to follow a native speaker at a natural pace.

## Yes-No Questions

Continued from page 7

communicate with native speakers because of the confusion that results from questions like these. Had they been taught these disjunctive *or* forms and then drilled as they were in other English structures, much of this confusion would not occur.

Because current texts have so largely ignored yes/no question and the disjunctive *or*, sample lesson plans are being written on this structure and will follow in a future edition of the TESL Reporter.



The English Language Institute of The Church College of Hawaii has added a new member to its faculty. She is Juanita N. Benioni, shown above with her husband, Patoa, and son, Terangi.

Mrs. Benioni attended the Kamehameha Schools, Honolulu, Hawaii and Venice High School, Los Angeles, California. She is a recent graduate of The Church College and received her degree in BATESL.

Please send answers to the textbook questionnaires to the editor immediately. The summer issue will carry a preliminary survey of TESL materials currently in use.

# TESL REPORTER

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