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On Repeatability and Reduplication

By Peter H. Fries

It frequently occurs that a function within a construction is described as being repeatable. (Note: The style of grammar I will use here distinguishes between a function and the fillers of the function. Terms such as *modifier*, *head*, *determiner*, *subject*, and *predicate*, etc. are labels for function, while terms such as *adjective*, *adjective phrase*, *noun phrase*, *clause*, *noun*, etc. are labels for classes which are fillers of functions.) The article "English Word Order" by Alice C. Pack presents a chart of the English noun phrase where each of the

the sequences of words in the examples cited so far (with no regard for the meaning they convey) one might say that the two occurrences of each modifier function are independent: usually they differ (as in *thin rectangular card*) but occasionally they are identical (as in *blue blue sea*).

The semantic interpretation of the two types of examples presented indicates that they are not parallel. When the two fillers are different, the two modifiers cumulatively modify the head noun. When they are the same, one merely intensifies the other. Several types of formal evidence support this distinction.

1) One reason to distinguish between the two types of repeatability (let me call them repeatability (the first example) and

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13 columns may be taken as representing a function while each of the words in the columns is a potential filler of the function. The modifier functions of the noun phrases such as *the thin rectangular card* and *the blue translucent fishbowl* in which *thin*, *rectangular*, *blue* and *translucent* all fill a shape modifier function (*thin* and *rectangular*) or a color modifier function (*blue* and *translucent*).

Sometimes apparently similar examples are also cited to demonstrate the repeatability of the modifier functions. These examples involve repetitions of identical words, such as *a round round ball* and *a blue blue ocean*. If we consider only

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reduplication (the repetition of the identical lexical item)) would be to find a word which may be reduplicated, but which does not occur in a repeatable function. It seems to me that the occurrence of *very* in the intensifier function of the adjective phrase is exactly this sort of situation. We find

a *very big boy*
an *awfully big boy*

but not

**an awfully very big boy*
**a very awfully big boy*

The last examples show that the function is not repeatable. On the other hand we do find

a *very very big boy*
an *awfully awfully big boy*

These examples show that *very* and *awfully* may undergo reduplication.

2) Another reason to distinguish the two types of repetition is the effects of many repetitions of the function or the fillers. If the modifier function is repeated many times within one noun phrase, the result may be hard to understand but it does not automatically become funny.

The old delapidated big red barn

Four repetitions of *very* or *blue*, on the other hand, produce a comical effect rather than any addition in meaning of the type gained from repetition of the function.

the very very very very big barn
the blue blue blue blue sea

3) Reduplication does not co-occur with any other filler of the intensifier function within the adjective phrase.

**the very old old man*
**awfully big big barn*

This is formal evidence that reduplication is a type of intensifier, similar to *very* or *awfully*.

4) Finally, it is useful to note that only certain words may undergo reduplication comfortably. Within the intensifier function of the adjective phrase we find the following words undergoing reduplication: *very*, *awfully*, *really*, *quite*, *real*, and *terribly*. The following fillers of the intensifier function of the adjective phrase do not undergo reduplication: *pretty*, *fairly*, *such*, *rather*, and *most*.

Similarly, while the modifier function of the noun phrase is repeatable, only certain fillers within that function may undergo reduplication:

a *big big barn*

an old old house
a narrow narrow channel

but not

**a young young man*
**an historical historical society*
**a rectangular rectangular card*

By contrast there is no limitation on what fillers may occur within repeated functions. The adjective *blue* may occur in a color modifier function whether or not there is another color modifier immediately preceding or following. There are, however, restrictions on what color modifiers may co-occur within the same noun phrase. One may find *the blue translucent fishbowl* but probably not *the blue orange fishbowl*.

Note that sequences like *blue-green* and *bluish-green* are taken not as sequences of two color modifier functions

color modifier	color modifier	
<i>blue</i>	<i>green</i>	<i>fishbowl</i>
<i>bluish</i>	<i>green</i>	<i>fishbowl</i>

but as complex fillers of the same color modifier function

color modifier	
<i>blue-green</i>	<i>fishbowl</i>
<i>bluish green</i>	<i>fishbowl</i>

That is to say *blue* and *orange* cannot co-occur within the same noun phrase, where as *blue* and *translucent* can. Co-occurrence restrictions of this type are different from the restrictions on reduplication mentioned above, since every word or phrase which may occur within the color modifier function may co-occur in the same noun phrase with at least some other filler of that function. In terms of the examples above, we find that *blue* and *orange* cannot co-occur in the same noun phrase but *blue* and *translucent*, and *orange* and *translucent* may.

The conclusion to draw from this discussion is a) reduplication and repeatability are to be distinguished b) repeatability is a feature of functions while reduplicability is a feature of word items and may be a filler of a function and c) reduplication (in the adjective phrase at least) is a kind of intensifier.

References

- 1) Alice C. Pack. "English Word Order" *TESL Reporter*, volume 3, pp 6-7, (1969).
- 2) W.C. Watt. "English Reduplication" *Journal of English Linguistics* volume 2, pp 96-129 (1968).

Action Games in TESL

By Joe C. Guerrero

The following action game was designed on the elementary school level to teach (1) the phonological [t] in final position, (2) correct verb forms for present and past action, and (3) the use of do with the negative.

Select action verbs like the following: dance, hop, skip, jump, walk, clap, kick, touch, etc. Be certain that all are regular verbs and end in voiceless consonants so the final consonant sound in the past tense will be [t].

To start the game assign children to do one of each of these actions. Each child will in turn say what he is doing as he does it. "I'm dancing." "I'm hopping." etc. After he has said it, let all the class tell what that child is doing. "He's dancing." "John's dancing." Follow the same procedure with all, giving each student's name and action.

When everyone has had a turn doing the action and saying what he is doing, tell them to stop and have someone ask a question about the past action. "Did you hop?" might be asked of the child who was dancing. He should answer, "No, I didn't. I didn't hop. I danced." The class should repeat, "He didn't hop. He danced." Continue in a similar manner with each of the children until all of the actions have been covered. As the students speak, listen for [t] at the end of the past verbs and watch for the simple verb with the negative didn't.

Repeat Drills

If the class learns the drills correctly rather quickly make the game more difficult. Tell the class what someone is doing, naming a wrong action. i.e. "John clapped his hands." (John was dancing) Have half the class ask the question, "Did John clap his hands?" The others should answer, "No, John didn't clap his hands. He danced." etc. Again listen for the sound [t] on the appropriate word and no sound [t] on the verb with didn't.

Have each child do any action. Use the

same drills and procedures. You won't know what a child's action is so ask about any action and he will tell you what it was with the correct response. If asked, "Did you skip?" the child would reply "Yes, I skipped." if he had done this action. If he hadn't he would say, "No, I didn't skip. I _____ (naming the correct action.) Again watch for the sounds of the past in the verbs. If a child replies in the present instead of the past (don't for didn't or dance for danced) or substitutes the sound of [d] for [t] correct him by repeating the correct form, and then ask the question again.

Joe Guerrero, a native of the Marianas Islands, Trust Territory, is an Assistant District English Language Specialist in the Ponape District. He attended a special summer session in TESL methods of non-native English speakers at The Church College of Hawaii. This lesson plan, based on problems he has encountered with his students, was written during the workshop. (See group photo, TESL Reporter, Fall, 1969.)

Another variation is to have the children question each other. One child performs an action and says what he is doing. i.e. "I'm dancing." He then stops the action and asks, "What did I do?" Another child will answer, "You danced, what did I do?" This would give an opportunity for all the students to participate at the same time. The teacher could walk around the room listening to various conversations, helping where necessary.

Children might perform any action and then stop and ask another child a question like "Did I hop?" The answer would be either, "Yes, you hopped." (if the child performed the action), or "No, you didn't hop. You _____ (naming the action)" (if the child did something else).

Continue with these games until responses are given quickly and acceptably.

Continued on page 8

1970 CCH BATESL GRADUATES



MICHAEL FOLEY

Michael was born in Salem, Oregon but attended elementary and East High School in Salt Lake City, Utah.

After completing two years of undergraduate work at the University of Utah Mike spent two and one half years in Samoa as a missionary for the Church of Jesus Christ of Latter Day Saints. After his return Mike decided to enter the TESL field and transferred to The Church College of Hawaii.

He has been a special instructor at the college for the past year, and also directed the Samoan zone of the Asian and Pacific Intensive Language Training Mission. He was valedictorian of his class and graduated magna cum laude.

He is presently TESL consultant to Kentron, Hawaii, Ltd. He has accepted a full-time East-West Center grant to work on a master's degree in TESL and Intercultural Communications.

He is married to the former Sally Ann McShane of Pearl City, Oahu.



ROPETI LESA

Ropeti was born in Satitua, Western Samoa. He attended the Maris Brothers School (elementary) and Pesega High School (The Church College of Western Samoa).

Ropeti came to CCH in September 1964 and originally majored in Industrial Education. He changed his major to TESL in 1968 and completed his requirements in December of 1969.

He is presently working in the TESL Program at Kaaawa and Hauula Schools.

He plans to go on for a master's degree after two years of teaching experience.

Ropeti is married to the former Phyllis Henley and has one son.

THE BATESL

Candidates for the degree program must complete all general and area requirements for a regular bachelor of arts degree. Americans and other native speakers of English are expected to acquire some knowledge of the cultures and languages of Polynesia and/or the Orient. Non-native speakers of English pursue competence in English throughout their entire undergraduate program.

In addition, all majors must complete at least four semesters of an approved foreign language. (Foreign students may count English as a foreign language.)

All students must take the normal sequence of education classes if they wish to become certified teachers in TESL and in English. Supervised teaching in TESL is done in the multi-racial public schools of Hawaii.



JUANITA BENIONI

Juanita was born in Honolulu, Hawaii. She attended the Kamehameha Schools in Honolulu and graduated from Venice High School in Los Angeles, California.

She originally majored in English but changed to TESL in 1967.

She has been teaching during her senior year at The Church College of Hawaii in the ELI Department.

Juanita and husband, Patoa Benioni, have signed two year contracts to teach in America Samoa.

She has entered the Master's degree program in TESL at the University of Hawaii.



GEORGE HUNT

George Hunt was born in Vaitaloa, Western Samoa and attended Apia Primary and Pesega High Schools. He came to Hawaii in 1962 and attended Kahuku High School.

Originally a physical education major, (throughout his college years he was a star varsity rugby player) George changed to an English major and then entered the TESL program when it was introduced at CCH.

During the past semester he has been a TESL instructor at Laie Elementary and Kahuku High Schools, in addition to conducting an early morning ELI class at CCH.

George is married to the former Bethel McKinnon of Australia and is the father of two girls. He has signed a contract to teach English at his former school, The Church College of Western Samoa (Pesega Secondary).

CURRICULUM

REQUIREMENTS INCLUDE THE FOLLOWING FOUR HOUR COURSES:

- LINGUISTICS** 205 Phonetics and Phonemics
- 305 Morphology and Syntax
- 405 Advanced Linguistics
- ANTHROPOLOGY** 310 Polynesian Culture
- ENGLISH** 220 Criticism of Shakespeare
- 310 Shakespeare and Con-
 temporary Dramatists
- 320 Amer. Lit. to 1900:
 Major Authors
- 321 Literature in Polynesia
- 329 Twentieth Century Lit.
- METHODOLOGY** 466 TESL Methods
- 499 Supervised Student
 Teaching in TESL
 (10 hours)



CCH BATESL graduates

Language Acquisition

By Nancy Arapoff Cramer

(An answer to question D in Yao Shen's article, "What Are Your Answers ESL Teachers?") (See TESL Reporter, Vol. 3, No. 3, Spring, 1970). Nancy Arapoff Cramer, Assistant Professor, Department of English as a Second Language, University of Hawaii is the author of *Writing Through Understanding*.

One of the questions (D) in Yao Shen's article reads as follows: "If, as some of the recent psycholinguists claim, a child does not learn language by imitation, how does he learn it according to them?" Five more specific questions on this subject follow.

I would like to refer the readers (and question-askers) to a very fine article by Leon Jakobovits, entitled "Implications of Recent Psycholinguistic Developments for the Teaching of a Second Language," which can be found in the June 1968 issue of *Language Learning*, or in Mark Lester's recent anthology *Readings in Applied Transformational Grammar*. I recommend this article because it answers, clearly and precisely, all of these questions, and also makes some suggestions, based on the most recent findings about language acquisition, as to how best to go about teaching language.

Jakobovits sees the ability to acquire language as being both hereditary and maturational: the child is born with a built-in knowledge of "linguistic universals" which makes the task of learning a given set of incredibly complex and abstract rules one he can accomplish with seeming ease and very little help at a very young age. Naturally, he cannot do this if he is not exposed to language during the crucial language-learning years (between 2 and 5). He must hear adults speak, and attempt to speak to them in order to be able to formulate in his mind the rules of his language. But he does *not* imitate adult speech. His speech merely becomes more "adult-like" as he continues to learn ever-more specific rules for that language.

It is important to remember that the child understands adult speech (as shown by his ability to carry out orders, etc.) before he can speak it, and that adults understand the child's "non-English" utterances (such as "allgone shoe"). This indicates that there is a lot more to language than surface structure. That both child and adult can "see," far below the surface of a particular language, the *same* general cognitive structure, indicates that there does indeed exist a set of linguistic universals which is a part of our genetic heritage.

In any case, space here does not permit a thorough discussion of a very complex subject. My intent has been to arouse your interest to the point of looking up Jakobovits' article, for he really "tells it like it is," clearly and simply. Most importantly, he doesn't leave the language teacher in despair, but rather makes some very helpful suggestions about second language teaching.

TESL REPORTER

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Editor.....Mrs. Alice Paek, Assistant Professor of English and TESL.

Staff.....David C. Butler, instructor of TESL.

Technical Staff.....Marie Paongo

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.

Book Reviews

Learning English Through Typewriting. Charles W. Gay, Robert B. Kaplan and Ron D. Schoesler, English Language Services, Washington, D.C. 1969

This manual, a joint effort of ESL and business educators, fills a basic need in TESL texts. Teachers need no longer rely on their own instructions or non-native grade school typing texts.

Basic keyboard instruction is accomplished through the use of simple pen and ink line drawings with a minimum of printed instruction. Throughout the book instructions, practice, introduction of new letters and sentence patterns, and review are printed on the left page with arrows directed toward the correct typed responses on the opposite page.

Unit I introduces the student to both the keyboard and seven basic sentence patterns in English.

Unit II gives the student practice in question and passive transformations, further develops the basic sentence patterns

with relative and subordinate clauses, appositives and modifiers, then expands the sentences with conjunctions and sentence connectors.

Unit III is concerned with the basic essentials for typing letters and manuscripts.

ESL teachers would probably like to work closely with the business teachers teaching this class, and might want to write additional pattern practice sentences for extra practice on units which individual students find difficult. (Hopefully the authors might develop a supplementary text for additional pattern practice.)

- - Alice C. Pack

CCH plans two courses using this material during the fall 1970-71 semester. One will be on a beginning English level and one on an intermediate-advanced level. Typing instructors and ELI personnel will coordinate the program.

Margaret Kurilecz. *Man And His World: A Structured Reader.* New York: Thomas Y. Crowell Company, 1969. 114 pp. paperback. U.S. Price \$2.50.

Sara Withers. *The United Nations In Action: A Structured Reader.* New York: Thomas Y. Crowell Company, 1969. 116 pp. paperback. U.S. Price \$2.50.

Man And His World and *The United Nations In Action* are readers for intermediate to advanced students of English as a Second Language. Both books contain comprehension questions on the readings, word study exercises, suggested composition topics, and paragraphs for dictation. In addition, both feature a grammar section in each unit where important structure patterns in the reading are presented with accompanying drills for using and mastering the patterns.

Because of the general, somewhat abstract character of the readings in *Man And His*

World (sample units: "The Races of Man, Man and His Work, Man and Government"), this reviewer felt that it lacked the interest level of the units in *The United Nations In Action* (sample units: "Fresh Water for Tonga, A Pharoah on the Move, Trick or Treat for UNICEF"). On the other hand, *Man And His World* does have an excellent section for pronunciation practice in each unit and well-thought-out practice drills for using the related Adjective-Noun-Verb-Adverb forms of words.

- - David C. Butler

Action Games--

Continued from page 3

Teaching [d] in Final Position

After this lesson has been mastered verbs which end with [d] in the past may be substituted. i.e. dodge, nod, play, etc. This will demonstrate the contrast between the [t] and [d] in final position. Later the game may be played mixing the two different word lists.

Developing Reading and Writing Skills With [t] and [d]

Cut two strips of heavy paper for each sentence denoting one of these action verbs. i.e. I danced. I skipped. I clapped, etc. Divide the class into two groups and place one strip on each group's table. One child from Group I and one from Group II stands at the back of the room. When the sentence is read aloud the two children run and search for that sentence on their group's table. The first one to show the correct sentence to the class is the winner. One point is given to the group after the child reads the sentence and the class repeats it. This is a good review for students who are learning to read in English and frequently pronounce all printed "d"s in final position [d].

Have the students write the sentences as you say them. i.e. "I danced." "I didn't dance." etc. Collect and correct the papers. If a child makes many mistakes after the majority have mastered the sentences, have him come to you for individual help.

Library Skills Program For ESL Students

A series of four lecture tapes with visuals (transparencies and/or slides) has been developed by Helen Moffatt, Director of Library Services at The Church College of Hawaii, for the English Language Institute classes at the college. Student assignments to be completed in the library accompany each lecture. Short quizzes are also included.

Lecture 1. General library information. The physical format of books.

Lecture 2. Classification of Books. The Card Catalog (The Ralph E. Woolley library at CCH has recently reclassified its collection using Library of Congress card numbers. Focus of the lecture is on the L.C. system.)

Lecture 3. Periodical Indexes, including newspapers.

Lecture 4. The Use of Special Reference Books--Encyclopedia Index Volumes, Almanacs, Year Books, Who's Who, Quotation Index, etc.

Tapes and microfiche are available in the language laboratory for students who desire to review the material.

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