

TESL

Teaching English as a Second Language

REPORTER

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TESL and Creative Drama

By Richard Via

Once we earn our academic degrees and take our places in front of our own classes we all too often forget what we really are—children in adult's clothing. We have carefully concealed our innate desire to play under a thick veneer of facts, figures, rules, regulations, and teaching theories. The creative talents in each of us are carefully and neatly packed away. Luckily they are not dead, and from time to time they find

their way to the surface with such thoughts, as, "What's wrong with my class today?" "Why isn't Johnny reading?"

Richard Via, professional stagemanager on Broadway for such plays as *Two for the Seesaw*, *The Miracle Worker*, *Sound of Music*, *Hello Dolly*, *What Makes Sammy Run*, *How to Succeed in Business Without Really Trying*, and *Jenny*, directed Roadshow productions of *The Miracle Worker* and *The Sound of Music* and took *Hello Dolly* to Japan for the State Department. He became interested in drama as a means of teaching ESL and returned as a Fulbright Scholar to Japan for five months and remained for five years. He is currently a fellow with the Cultural Learning Institute at The East West Center, Honolulu, Hawaii.

Take heart; fear not fair maiden (or brave hero) help is on the way. The attaching can be fun and an exciting experience has been demonstrated most definitely by Dr. Eloise Hayes of the University of Hawaii's College of Education in her seminar, "Creative Drama and the English Class." This seminar was part of the East-West Center's Culture

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Learning Institute training program for Teacher Trainers in the field of Teaching English to Speakers of Other Languages. Participants in the project were professional people from colleges and universities in Asia, and the Pacific Islands.

The first meeting of the six-session seminar was a mixture of embarrassment, fun, annoyance, and wonder. Dr. Hayes admits she was not prepared for such a mixed group speaking a variety of languages and with widely diverse cultural backgrounds. On the first meeting she found it necessary to reject some of her initial plans and substitute others. "I was in a state of shock most of that first session. First they came early, before we had a chance to make the dingy room a bit more cheerful, with music on the record player, flowers and some wall charts. Here we were, in a state of confusion to begin with! The ladies from Thailand spoke so softly that they were almost impossible to hear. The Japanese gentlemen spoke firmly but hardly at all. The Micronesians, and indeed everyone, eyed me with considerable reserve. I collapsed into a chair giving up my original ideal of getting acquainted through action and gasped, 'Tell me about yourselves.' Before long, however, we were on our feet in drama movement."

It is difficult for all of us to step out of the protective armor of academia, and these teachers were no exception. There were grumbles about the childishness of sitting on the floor and being a round or angular shape, or moving in slow motion; and concern for their teacher image when they were asked to be monkeys in "The Peddler and His Caps." There were also questions about the usefulness of the seminar and whether to continue with it since attendance was not compulsory. Yet, everyone returned the next week even though the time, 7 - 9 on Wednesday evenings, was somewhat inconvenient for the group.

Now, let's jump ahead five weeks to the final session and look at just a portion of that exciting evening. There was a circus!--and it was more than acting or playing, it was alive and real. Grown men and women replete with degrees had freed themselves to be children again. Merle Evans' Circus Band record backed up a

Japanese-Korean-Micronesian herd of elephants trained by a Chinese remedial reading expert. Two lovely Thai ladies added grace charm, and daring to the tightwire act that featured a reckless daredevil from Samoa. Two rare bald tigers went through their paces under the control of the Philippines' first female wild animal trainer, and there were clowns, and of course the audience, which each act became as it finished its performance.

"Bertha, would you read this? It's crazy, and in an educational journal, too!" If you've just made such a comment, please read on for further explanation of what took place.

Dr. Hayes had managed to crack the academic shell and release enough creativity from each individual so that he was able to recapture certain aspects of being a child again--to let his emotions and imagination soar without bounds, and then to realize that his own students could experience the same thing if given the opportunity. Help had arrived to prove that teaching could be fun and not a dull routine, and that creative activities work in any class whether it's the reading class, the history class, the geography class, or spelling.

Dr. Hayes turned this group of mature foreign teachers into an elementary school class and gave them the same activities that her ten and eleven-year-olds receive. She led them through relaxation exercises such as becoming an ice cube, a firecracker, a candle or taking giant steps about the room, and walking like a Teeny Tiny. All activities were somehow correct for each person because of their individual differences. Individuality and self-expression were fostered. On the other hand, they were taught a simple hand hula which required them to mimic the teacher. The laughter and chatter after each exercise helped transform what was a mixed group into a cohesive one, working together.

Then came the "meat" of each session in the form of a story, folk tale or poem. As a group they would play each part recalling their own past experiences and feelings; first with body talk, then with sounds and finally by adding words. The next time through, the parts were divided among the group with each choosing the part he wanted to play, then the whole story was acted out. It is of

especial interest to note that Dr. Hayes always used movement and sound before spoken language because she feels that dialogue preceded by movement and sound is far more meaningful.

The last thirty of forty minutes of each two-hour session was devoted to an evaluation. The discussion produced comments such as:

"I like the absence of competition; it has really changed my views."

"Mimicking sounds seems a good way to have intonation practice."

"It's a pleasant way to learn vocabulary; sound and movement help us to understand."

"I would enjoy teaching like this."

Through their newly-won freedoms the participants were able to express themselves with facility both verbally and physically, to become real participants rather than mere observers. They lived in new situations and experienced dealing with them intuitively. They were learning through experience rather than from a textbook or a lecture.

The Circus is now in winter quarters and the performers have returned to their various countries where they have very special roles to fulfill, but in Dr. Hayes' seminar they discovered their real selves again. With this reawakening and armed with new techniques they will be able to fit that special role knowing that they are not just another copy out of the mold. Letters from the participants bear this out.

Situational

Approach

Teaching

??

A group of students had just completed a successful year in the classroom with memorized dialogues, practice situations, etc. and were now in Austria on a semester abroad program. They had just settled into their hotel when one of their members, who had gone ahead of the rest raced back into the lobby. "I did it! I did it! I did it!" he explained breathlessly. "Someone stopped me, right out in front of the hotel, and asked me where to find the Post Office. Just like dialogue six, I told him how to find it. He thanked me and drove off. They were right—we really can communicate in German."

Another student asked him where he had told the stranger the post office was to be found. "Just like the dialogue—straight ahead two blocks, then turn to the right,..." Suddenly he stopped. "Forget the dialogue. Just where was the post office?"

BOOK REVIEW

Robert C. Lugton, Editor

Toward a Cognitive Approach to Second Language

Acquisition. No. 17 Language and the Teacher: A Series in Applied Linguistics.

A new book of readings which critically examine audiolingual and cognitive approaches in language learning. These readable papers, with an emphasis on methodology, are up-to-date, and are worthy of study by the serious teacher in the ESL

field. Teachers are not required to wade through masses of technical terms and data to understand the authors of the readings.

Alice C. Pack

CAREFREE ENGLISH

By Wallace W. Smith

For many years, English has been a common subject of study in Japan. Students begin to study it in the seventh grade, and most continue studying it through the second year of college, a total of eight years. Those especially interested in English often continue their work after the eight years and outside the classroom. By the time most students either reach the university or by the time they have graduated and are working in companies, they have an average reading ability (if reading ability means the power to puzzle through a page of prose with a dictionary), an aural comprehension ability that is adequate only for daily banalities, and an utterly deplorable ability to speak. Worse, they have lost interest in English. The subject has become something to take in college because it's required, or it's something to work at because it's needed in the business world. No one seems to study English because it's stimulating and enjoyable. No one thinks English is fun.

To counter this, the good English teacher in Japan has often used interesting topics to try to liven up the class. But he is faced with problems that would discourage even the most dedicated teacher—classes often numbering over 100 (one class I had started with 250 students), classes meet only once a week, extremes of ability are present (some students had lived in English speaking countries and were quite fluent; others could not even handle "How are you?"), classes were for 90 to 100 minutes, in some classes attendance was voluntary so that there was a shifting membership (often even half the class was different for each session). Worse, the materials used were often literary texts, such as Thomas Hardy's *Alicia's Diary* and Bullfinch's *Mythology*, which neither taught useful, modern English nor stimulated the students into thinking. Quite naturally, students from the high teens through the middle twenties lost interest in English.

To help solve this problem of a lack of interest, I decided to write my own materials, which turned into twenty-four

lessons about lively, modern topics which hopefully would appeal to young adult Japanese. Since most of my university classes and all of my company classes were for men, the subjects I chose had to reflect such a class membership. What are young Japanese men interested in?" They are interested in....girls (of course), so I created lessons about the Miss America contest, burlesque, dates, and getting married. They are interested in drinking, so I wrote a lesson about beer drinking and one about cocktails. They are interested in clothes, so I wrote a lesson about buying a suit and the basic points of style, color, and cut. There are also lessons about George Gershwin and jazz, the world famous Liar's Club (very useful for discussing humor), pickpockets, bowling, gestures, the origin of names, and getting a driver's license. Basically, young people in Japan want lively subjects which relate to their daily life.

Wallace W. Smith, trained as an interpreter in Japanese during World War II, has been a teacher at Seikei University in Tokyo for the past 15 years and is also active in English training services for teachers and businessmen. He is now on leave studying at the University of Hawaii.

The lessons are all eminently successful with young adult males. Although there is nothing risqué about the lessons, some might better be omitted with high school students and all-girl classes. For example, the lessons about Las Vegas, beer drinking, cocktails, and burlesque will probably interest the teacher more than the students. But any teacher can make his own judicious choices.

The purpose of these articles is not to give information, although that may be a useful part of the material. More important, there is an attempt to stimulate students into understanding speech and into speaking

themselves. My theory is that if we can stimulate their interest enough, students will forget about "speaking English" as such, and just speak. The lessons are basically instant sociology, for which I make no apologies. The material presents aspects of American life, and the teaching technique is basically to compare what happens in Japan (from the students' own experiences and knowledge) with what happens in America (from the text and any other source of information the students may have). Keeping the material up to date is a serious problem, and I hope this year to bring the lessons more in line with modern America in a new edition.

Because the membership is shifting in many classes, I designed the lessons to be completely independent of each other. There is no progress or increase in the degree of difficulty between Lesson I and Lesson XXIV. The student merely gains wider experience with more material. Further, there is no testing in the lessons. As Dr. Albert Marchwardt of Princeton University so aptly said about classes of this kind, "The only adequate test is--do the students speak, and do they keep coming?"

Each lesson has three parts. Part I is a reading selection.

Part II is called "Important Words and Phrases" and covers five useful expressions with which Japanese often have difficulty. A short, non-technical explanation and examples are given, and a place is provided in the lessons for the student to write in his own example. The items for Part II are taken from Part I and are underlined in the reading. Part III is a list of twenty questions based on the reading, with the last question usually aimed at discussion, for which there is no approved answer.

The lessons were mimeographed first, and used in the actual classroom for three or four years. They have now been published commercially. It would be most valuable if a native speaker from each of the other English speaking countries of the world would do something of the same. Imagine a series of books: *Carefree English* for Canada, *Carefree English* for Australia, *Carefree English* for New Zealand...

A lesson from the book follows.

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WHAT'S YOUR NAME?

Lesson 8

Part I. Text

Long ago in England, only the nobility* used two names; common people had only given names.* In small towns and in the country, everyone knew who "Ralph" and "Robert" were. Then, in 1066 A. D., the Normans from France conquered England. The new king, William the Conqueror, decided that if everyone had a family name as well as a given name, it would be easier to find out who they were and where they lived, and to collect their taxes. So, he ordered everyone to choose a family name.

There were four main ways that the common people chose their family names. First, they used their father's name: if a boy's name was "Tom" and his father's name was "John," he called himself "Tom, son of John," or "Tom, John's son," which gradually became "Tom Johnson". Some other examples of this are Emerson, Jackson, Jefferson, Robinson, Stevenson, and Wilson.

Second, some people were easily identified by physical characteristics:

a man who was very short might be called "little John." If he was very strong, he might be called "Jack of the strong arms." If his skin was very dark, he might be called "black Jerry," or if he could run fast, "swift Tom." After a while, the order was reversed so that these men became "John Little," "Jack Armstrong," "Jerry Blackman," and "Tom Swift."

Third, some people chose the place they lived as their family name: if one Robert's house was on a hill, he might call himself "Robert Hill," and if another Robert lived between two rivers, he might call himself "Robert Rivers." Some other examples of this are Winston Churchill, Henry Ford, and Shirley Temple.

Fourth, and most common, people took the name of their job as a family name. A blacksmith* might call himself, "Walter, the smith," but people gradually stopped calling him that and just called him "Walter Smith." Some other common examples of this are Baker, Barber, Brewer, Carpenter, Cooke, Dyer, Farmer, Fisher, Gardener, Hunter, Miller, Porter, Potter, Shoemaker, Weaver, and Wheeler.

From this we see that a name was often taken from a thing and given to a person. Today, however, the process is sometimes reversed; a name is sometimes taken from a person and given to a thing. For instance, almost everyone knows how some meat between two pieces of bread got its name—from the Earl of Sandwich and his love of gambling. We can look up in any good English dictionary the origin of the following words:

- | | | |
|---------------|---------------|---------------|
| 1. boycott | 5. guillotine | 9. ohm |
| 2. cardigan | 6. lynch | 10. sadism |
| 3. diesel | 7. masochism | 11. saxophone |
| 4. fahrenheit | 8. nicotine | 12. watt |

What are the most common family names in America? The Social Security Agency* of the U.S. Government says that the following names, listed in order, are the ten most common ones:

- | | | | |
|------------|-------------|-------------|-----------|
| 1. Smith | 4. Williams | 7. Davis | 10. Moore |
| 2. Johnson | 5. Jones | 8. Anderson | |
| 3. Brown | 6. Miller | 9. Wilson | |

The Agency estimates that there are close to 1,350,000 Smiths in America, 976,000 Johnsons, and 896,000 Browns.

Why is the name "Smith" so common? First, the name does not refer

The nobility—貴族

Given name—(姓に対する) 名

Blacksmith—かじ屋

The Social Security Agency—社会保障局

to blacksmiths only, because there are also goldsmiths, silversmiths, locksmiths, tinsmiths, and gunsmiths. The original meaning refers to the action of striking metal as the smith made things. Second, in the early days on the American frontier, if a man wanted to change his name to Smith, he could do so easily. Third, many immigrants to America wanted to become like other people, so they changed their long, difficult foreign names into easier English ones. A German named Kallenschmidt would soon become simply Smith.

Some people have nicknames as well as given and family names. There are two kinds of nicknames; one is the short form of the name, such as "Bob" for "Robert," "Will" or "Bill" for "William," and "Steve" for "Stephen." The other kind is the true nickname, which has nothing to do with the given name but describes a person, such as "Slim," "Red," "Curly," "Lefty," "Speedy," or "Tiger." Many nicknames are good because they show a friendly feeling, but other nicknames are bad because they describe a person with cruel words.

Having a third, or middle, name is an American custom. When parents choose a middle name for their new baby, they sometimes honor a relative by giving the baby a middle name which is the relative's given name. Or the parents may use a famous person's name, thinking that the baby will grow up to be famous too. When Churchill died, many boys were named "John Winston Smith."

So, what's your name? Have you ever stopped to think about it? Ask yourself, "What's my name? What does it mean?"

Part II. Important Words and Phrases

1. as well as

"...everyone had a family name as well as a given name,..."

Note: AS WELL AS here means IN ADDITION TO or ALSO. Be careful when you use this; the following sentence is awkward because it has two meanings:

I speak English as well as Japanese.

This can mean either "I speak English in addition to Japanese," or "I speak English as well as I speak Japanese."

I'm going to Hong Kong	AS WELL AS	Manila on my vacation.
We study economics	" " "	English at this school.
He took his wife	" " "	his children to the zoo.
You'd better write	" " "	telephone.

as well as

Continued on page 12.

PRONOUN

By Alice C. Pack

PERSONAL PRONOUNS	SUBJECTIVE		OBJECTIVE	
	Singular	Plural	Singular	Plural
1st Person	I	We	Me	Us
2nd Person	You	You	You	You
3rd Person				
masculine	he	they	him	them
feminine	she	they	her	them
neuter	it	they	it	them
RELATIVE PRONOUNS				
Human	who (that)	who	whom	whom
Nonhuman	which	which	which	which
DEMONSTRATIVES				
	that	those		
	this	these		

RULES

- I. 1. All *pronouns* must have an antecedent.
2. *They* must show agreement with the antecedent - In sentence 2 *they* refers to *pronouns* in sentence 1, and must show *plural, neuter, subject*.
- II. Subject forms are used as subjects and complements. In present day English both subject forms are used as complements - (after be).

Examples -

Where's John? That's *he* in the blue shirt.
That's *him* in the blue shirt.

Who is it? It's *I*.
It's *me*.

CHART

POSSESSIVE

Determiner*		Possessive Noun Phrase	
Singular	Plural	Singular	Plural

My	Our	Mine	Ours
----	-----	------	------

Your	Your	Yours	Yours
------	------	-------	-------

his	their	his	theirs
-----	-------	-----	--------

her	their	hers	theirs
-----	-------	------	--------

its	their	its	theirs
-----	-------	-----	--------

whose	whose		
-------	-------	--	--

REFLEXIVE

Singular	Plural
----------	--------

Myself	Ourselves
--------	-----------

Yourself	Yourselves
----------	------------

himself	themselves
---------	------------

herself	themselves
---------	------------

itself	themselves
--------	------------

Determiner*		Noun Phrase	
Singular	Plural	Singular	Plural
that	those	that	those
this	these	this	these

* See Chart No. 1 - THE ENGLISH NOUN PHRASE, determiners

III. Object forms are used as objects of (1) verbs, (2) prepositions, or (3) verbals.

Examples -

1. Give *it* to the boy. 2. Give *it* to *him*. 3. Seeing *her*, he started to run.

IV. Reflexive pronouns are used for (1) emphasis, and (2) as object of the same subject.

Examples -

1. *He himself* spoke to us.
I have no objections to the ideal itself.

2. *I cut myself* because the knife was sharp.
I bought myself a new car.

TESL GAME -

CONNECTING CLAUSES

Students enjoy playing this easily constructed game. After playing the game, students listen attentively to teacher explanations of missed items and replays always show marked improvement in the construction of the sentences.

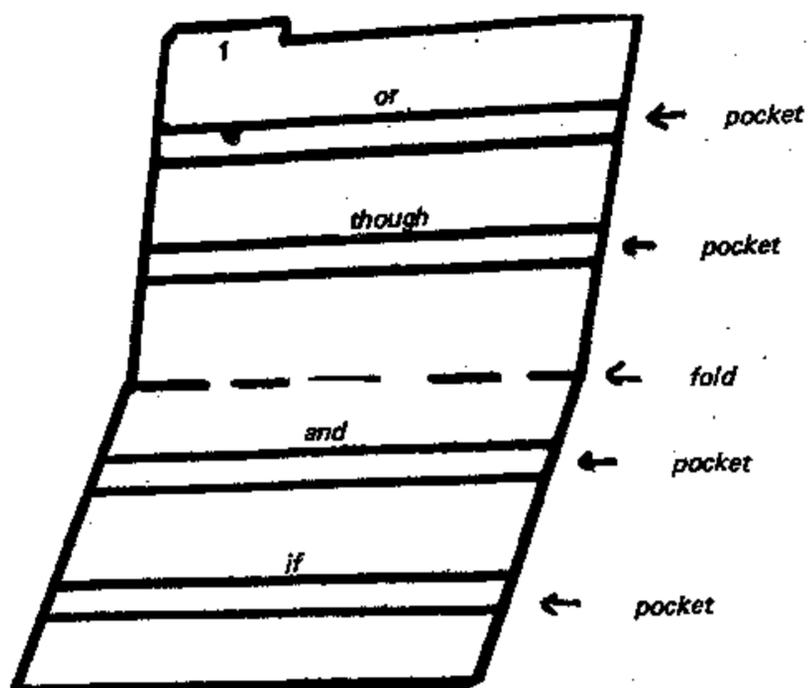
PURPOSE:

To teach students to combine simple sentences using the right English connections. Correct punctuation and capitalization are part of the learning. Students also have practice in using correct verb tenses in connecting clauses.

CONSTRUCTION:

Number the six manilla folders and make four pockets on each by taping 1 1/2 inch strips to the folders.

Print one of the coordinators or subordinators in the center above each pocket. There will be four on each of the six folders.



Completed file folder

MATERIALS:

3 x 5 cards, Different colors are used for each set.

Manilla folders, 6 for each set. Extra manilla folders for pocket strips.

Masking tape or cellophane tape.

20 students could play with five sets - This would take 30 file folders (six for each set) and about 80 cards in each of five different colors. (There is no limit to the number of clauses used, but there should be some choice and more than enough to fill the folders).

LIST OF CONNECTORS

Coordinators	Subordinators	
and	although	as
but	after	though
so	because	so
yet	before	therefore
for	since	till
;	unless	while
nor	if	them
or	until	even though

So can be used with a comma (so) as a coordinator or without the comma (so) as a subordinator.

LIST OF CLAUSES

Use any simple clause-many should have he, she, and they and others John, Mary, people, the men, etc. for practice in pronoun agreement.

Be sure to include:

1. different tenses in verbs and modals.
2. clauses with modal first for use after nor

(i.e. can he drive a car, can she play the piano)

3. Negative clauses for use as the first clause with *nor* or *even though*, and for use either as the first or the last clause with *but*.

Type simple clauses on each card (include capitals and all punctuation marks). Each should be duplicated on the various colors. Many of the clauses are typed in different ways i.e.

1. He likes girls,
2. he likes girls.
3. He likes girls

1. They like him,
2. they like him.
3. They like him

1. Mary went to town,
2. Mary went to town.
3. Mary went to town

In these examples 1 and 3 must be used as the first clause and 2 as the final clause because of punctuation and capitalization.

DIRECTIONS:

Divide the class into groups of not more than 4 students to a group.

(Random numbering might be used to select teams, but care should be taken that all groups have some players of matched English ability and that one team does not have all the top students).

Time is announced for game length and each group is given the set of cards and index folder number one. Each group decides together what sentences they want to construct. When students work together they often correct each other's errors and in addition have practice in oral communication and interaction.

When satisfied with the sentences in the first folder one member of the group turns in the folder. They receive folder no. 2 and proceed to complete it. When 2 is finished it is turned in and no. 3 is started. If all the sentences in a folder are correct, the group receives 25 points. (5 for each sentence and a bonus of 5)

If they are not all correct, the group receives 5 for each correct sentence. (For advanced students there might be minus points for errors). Players should be notified 5 min. before time ends. When the time set at the beginning is reached all folders are called in and all scores are totaled and winners announced.

SAMPLE SENTENCES

Mary can't sing *nor* can she play the piano.

Mary can't sing *even though* she can play the piano.

John likes Mary, *but* she doesn't like him.

He is going to town *because* he has some money.

Mr. Jones left yesterday *although* he wanted to stay.

John likes Mary ; she doesn't like him.

He went to town *since* I came home.

An easier version of the game for beginning students could be to have either of the clauses printed on the folder with students supplying one clause only.

SUMMER SCHOOL CCH CLASSES

Education 597

Workshop in Teaching English as a Second Language. Section 1 June 19 to June 30; Section 2 July 3 to July 15.

ELI 101, 102, 103, 104

Foreign Student Skills Program

ELI 101

Special Program in English for International Exchange Japanese Students (30 students) Registration closed; (Non Credit).

ELI 101

Special Program for Japan International Student Union. (40 students) Registration closed; (Non Credit) August 10 to August 30.

They work	CLOSE TO	350 days a year.
We have	” ”	two thousand employees here.
Bus drivers make	” ”	¥50,000 a month.
He offered me	” ”	\$20 for my old TV set.

close to

5. ever

“Have you ever stopped to think about it?”

Note: Be careful when using the word EVER. Study the following examples.

QUESTION: Have you ever eaten *fugu*?

ANSWER: Wrong: Yes, I have ever.

Wrong: Yes, I have ever eaten it.

RIGHT: YES, I HAVE.

RIGHT: YES, I HAVE EATEN IT.

QUESTION: Have you ever been to Hong Kong?

ANSWER: RIGHT: NO, I HAVEN'T.

RIGHT: NO, I HAVEN'T EVER BEEN THERE.

RIGHT: NO, I'VE NEVER BEEN THERE.

Does your wife	EVER	get mad at you?
Have you	”	studied German?
She hasn't	”	been kissed.
Do you	”	play ping-pong?

ever

Write answers to the following questions:

1. Have you ever studied English? Yes, I _____.
2. Has she ever been abroad? No, she _____.
3. Has he ever gone skiing? Yes, he _____.
4. Do girls ever play football? No, they _____.
5. Do you ever feel lonely? Yes, I _____.

Part III. Questions

1. What does the title of this lesson mean?
2. What does the word "nobility" mean?
3. Who was William the Conqueror? What did he do?
4. What were the four ways that common people chose family names?
5. Originally, what was the name "Johnson"?
6. Originally, what was the meaning of the name "John Little"?
7. Originally, what was the meaning of the name "Robert Hill"?
8. Originally, what was the meaning of the name "Paul Barber"?
9. Who was Henry Ford? Winston Churchill? Shirley Temple?
10. Where does the word "sandwich" come from?
11. Give three examples of a person's name being given to a thing.
12. What are the three most common names in America?
13. How many Smiths, Johnsons, and Browns are there in America?
14. What is the meaning of the word "Smith"?
15. Why is the name "Smith" so common in America?
16. Why did American immigrants often change their names?
17. What are two kinds of nicknames?
18. What is the nickname for Robert? William? Stephen?
19. How do parents in America often choose a middle name for their children?
20. What is the meaning of your family name?

Editor's Note:

QUESTION

Mr. Smith's book *Carefree English (Nonki Eigo)* may be ordered direct from the Tokyo

publishers The Eihosha Co. 1-1-18, Misaki-cho, Chiyoda-ku, Tokyo, Japan 101-91 for \$3.00 postpaid

BOOK REVIEW

Wright, Audrey L. and James H. McGillivray. *Let's Learn English, Books 1 and 2.* American Book Company. \$1.80 each

These are beginning texts for secondary or adult students. The new fourth edition has an attractive format with more student exercises and a greater variety of exercises—a real improvement.

Systematic drill is given in vowel and consonant sounds with good intonation patterns for drill. All new words introduced have additional phonetic spelling. The structure coverage is excellent with conversation, reading and dictation exercises (Book 2 omits the dictation). Lesson 17 in Book 2 has excellent coverage of the use of *some* and *any*, *how much* and *how many* with count and mass nouns. Most of the exercises are well done, but several of the

substitution words for students might be hard for beginning students to follow and several of the exercises are confusing as directions are given for one form and the substitutions require another. An example of this is the insertion of frequency words in Book 1. *John (ask) questions (often) John often asks questions* No. 7 *Mary (walk) school. (every day)* How does the student know where to insert every day? Obviously *Mary every day walks to school.* is not normal English word order.

Books 3 and 4 for intermediate students, Books 5 and 6 are for advanced students. These may be reviewed in a future issue.

Alice C. Pack

LETTER TO THE EDITOR

I am a remedial reading teacher in Inarajan Elementary School on Guam. I am interested particularly in using TESL to teach reading, so if you have any information along that line, I would like to know about it.

Sincerely,
Margaret Pinney

Dear Miss Penney

In addition to the Reader's Digest (Second Language Readers), we have used the Reader's Digest Readers for native speakers-grades one through eight, with their accompanying tapes, in our ESL program for teaching reading. Beginning students listen to the cassettes which read the stories aloud while they follow in their books. The recordings also explain some vocabulary items prior to the reading. We like this program because the student may listen and read alone, meeting the teacher for subsequent readings.

A recent book for teaching reading in ESL is *Teaching Reading to Non-English Speakers* by Eleanor Wall Thonis published by Collier MacMillan International 1970. This book gives many helpful suggestions for teaching non-native speakers to read English. It starts with the pre-reading level and introduction to print, goes on to developing skills for reading vocabulary, reading in content areas, and then reading in English. The first four chapters of the book concern reading in the Vernacular (pre-reading level to reading in content areas). The next four chapters concern reading in English and include suggestions for the learner who is literate in his native tongue and the functional illiterate pupil (with reference to bilingualism). The final two chapters concern an appraisal of pupil progress in reading. Every area has extensive bibliographies. (Publishers price is \$3.95)

David P. Harris' *Reading and Improvement Exercises for Students of English as a Second Language* has many

good exercises for high-intermediate and advanced level ESL students who need practice in improving reading and comprehension. (Prentice-Hall 1966)

The Philippine Center for Language Study Monograph Series No. 4 titled *Basic Readers for English Teaching* by Minda Cascolan Sutaria with J. Donald Bowen as editor is also a very valuable reference book for teaching reading in ESL and is obtainable from Phoenix Press, Inc. Quezon City, Philippines or Oceana Publications, Dobbs Ferry, New York 110522 U.S. Price \$6.50.

There are also many good linguistic reading programs for native speakers (such as the Barnhart series) that can be used for TESL classes.

Editor's Note: Any readers who have written papers on, or who have had particular success in teaching reading to English Second Language students and would like to share with Miss Penny and others, are invited to submit these for publication in *The TESL Reporter*.

TESL REPORTER

A quarterly publication of the English Language Institute and the BATESL 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 157, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding five pages.



The members of the group are pictured above with Dr. Nephi Georgi, Director International Acculturation Studies and Alice C. Pack, Director English Language Institute.

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