TESL

Teaching English as a Second Language

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Enquiry Method and Problem Solving in the EFL Classroom

by Mary Lawrence

The foreign students we teach in our English classes are intelligent. In fact, I'm convinced that most of my students are a good deal smarter than I am. Moreover, they are adults (though I guess I'm not willing to concede their superior maturity). We would like to provide these mature intelligent adults with English instruction which is intellectually challenging but at the same time remains within the constraints of their limited capabilities in English. Enquiry method is one means to achieve these two seemingly disparate objectives.

Basically, enquiry method, as applied to second language teaching involves four cognitive processes, which are methods of thinking we all engage in every day. The student is guided to:

1. frame questions
2. impose order on data
3. make extrapolations
4. make syntheses.

Enquiry method is cognitive in that it relies on the student's natural intellectual capacities. Everybody can think, in the sense that we are all question-framers. We all impose order on the multiplicity of data with which life confronts us. We all make mental leaps beyond the data at hand to form inferences and extrapolations of varying degrees of sophistication. We all combine and recombine data from more than one source.

These cognitive processes seem natural and somehow spontaneous in our own language. They can also form the basis of an approach to second language teaching.

Enquiry method has proved particularly appropriate in teaching composition to intermediate and advanced level foreign students. The student is provided with data,

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some of which are presented through graphs, charts, maps, pictures and even films, as well as in written form. He is asked to formulate questions about the data. The questions he writes focus on specific logical relationships, such as causality, or contrast. His written question must correspond to the type of answer required. For every kind of question he is expected to write, he is given a variety of sentence patterns from which he can choose. This practice is intended to produce in the writer the habit of logical question-framing.

He is asked to make inferences about the data. He matches his inference on a scale from necessarily false to necessarily true; he distinguishes between fact and opinion.

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Acceptable inferences range from simplistic to extremely sophisticated and ingenious. Students come up with surprisingly clever valid extrapolations, many of which never occurred to the teacher. The only criterion of acceptability is logical possibility.

In addition to framing questions and extrapolations, the student manipulates data. Let me illustrate. The student is given a diagram of a house in which a murder has been committed. He is also given scrambled information about the murder. He is asked to assume the role of a detective. In order to solve the problem, he must formulate questions, put the scrambled data into chronological order, and make extrapolations from the available data.

Problem solving exercises can provide practice in manipulating data according to a sequence of logical relationships: chronological order, spatial order, classification, contrast, causality, and so on. For each relationship the student must learn the appropriate vocabulary of relationships, including sentence patterns.

But no one outside traditional rhetoric texts uses only one logical method or organizing data in isolation. To avoid this artificiality, once the student has practiced a logical method in isolation, he is asked to solve problems by combining more than one method of ordering the data. For example, he is given information about two candidates for a job, and asked to decide between the two applicants. To arrive at a conclusion he must combine classification, comparison, contrast, causality, hypothesis and prediction.

Just as we do not solve problems by imposing order on data by one method only, we do not normally confine our thinking to one set of data. For this reason, problem solving exercises are devised to provide for synthesis of data from more than one source. This makes possible a continuous review of previous vocabulary. It also allows the student to draw on his own personal store of data. Consider the following exercises:

The student is asked to decide whether or not the Homestead Act was a success. To formulate his answer he can draw on data from previous exercises about U.S. immigration patterns, U.S. population growth and urban development. By classifying these data, analysing them, and extrapolating from them he can reach his own personal evaluation of the Homestead Act.

In another exercise he is given data about a hypothetical country including statistics and a map. He is asked to describe what will happen when a new road is built between two specified locations in the country. He can utilize inferences and data from a variety of sources to devise his answer.

This approach is used to attack questions concerned with air pollution, education, man's concept of work, and so on. Obviously, the topics are not ends in themselves. They are used to actively involve the students in communication in English.

At first, it seemed likely that the enquiry method approach could be appropriate only with intermediate and advanced level students who have some facility with English grammar and vocabulary. Still, our beginning and intermediate level foreign students are intelligent adults too. They also need intellectually challenging classroom experiences. Can problem solving be adapted to their limited proficiency in English?

To date we have tried at the English Language Institute a small number of problem-solving exercises with low-level students to supplement grammar and pattern

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CLOZE Testing in Reading Comprehension

by Kenyon L. Moss

Using the Reader's Digest *New Reading Skill Builder* books on levels II and VI, twelve students from a mixed 7th and 8th grade English class were tested with the Cloze procedure to determine each student's reading ability.

The regular class teacher had already selected these students for help in reading. The E.S.L. teacher, after giving the test, can place each student on the levels he needs to begin reading. Further testing on additional levels can place a student on a more specific level.

Since many of the students were culturally oriented to the islands of the Pacific, the two articles selected were chosen because they were somewhat related to Hawaii and Tahiti.

The selection on level II used more dialogue than level VI selection which was mainly narrative.

Except for the first and last sentences, which were left complete, every sixth word in the selections was left blank. The students had to supply the right word for each blank.

In evaluating this test, any word that would correctly fill in the blank was acceptable. The important thing is that the meaning of the sentence, or phrase, is not changed. For example, "I have a _____ job in the Islands." Either "good" or "new" would be acceptable.

It has been suggested that there should be at least 40 blanks for Cloze testing. However, closer evaluation is obtained with a greater number of fill ins.

Of the twelve students who took the test, only three scored above 70% in level II and none scored above 80%, which was considered passing. In level VI, there were none above 60%.

Individualized testing can be done as each student progresses in reading ability.

The following bibliography of recent articles may be helpful for anyone seeking information on Cloze testing and its use in both native and second language students.

Anderson, J. "A Technique for Measuring Reading Comprehension and Readibility," *English Language Teaching* Vol. 25 No. 2 pp. 178-182, Feb 1971.

"Selecting a Suitable 'Reader' Procedures for Teachers to Assess Language Difficulty" RELC Journal, Vol. 2 p. 35, Dec 1971.

Levine, Helene Faith. "Linguistic and Paralinguistic Changes in Spanish-Speakers Learning English," *English Language Teaching* Vol. 25 No. 3 June 1971.

Mason, Victor, "Report on Cloze Tests Administered to Thai Students," Bulletin of the English Language Center Vol. 2 No. 1 March 1972.

Oller, John W., Jr. "Controversies in Linguistics and Language Teaching," *Workpapers, Teaching English as a Second Language* Vol. 6 June 1972.

_____. "Level of Difficulty and Scoring Methods of Cloze Tests of ESL Proficiency," *Modern Language Journal* March 1972, pp. 154-155.

_____ and Conrad, Christine A. "The Cloze Test and ESL Proficiency," *Language Learning* Vol. 21 No. 2, pp. 183-194.

_____ and Nevin, Inal, "A Cloze Test of English Prepositions," *TESOL Quarterly* Vol. 5 No. 4 Dec 1971.

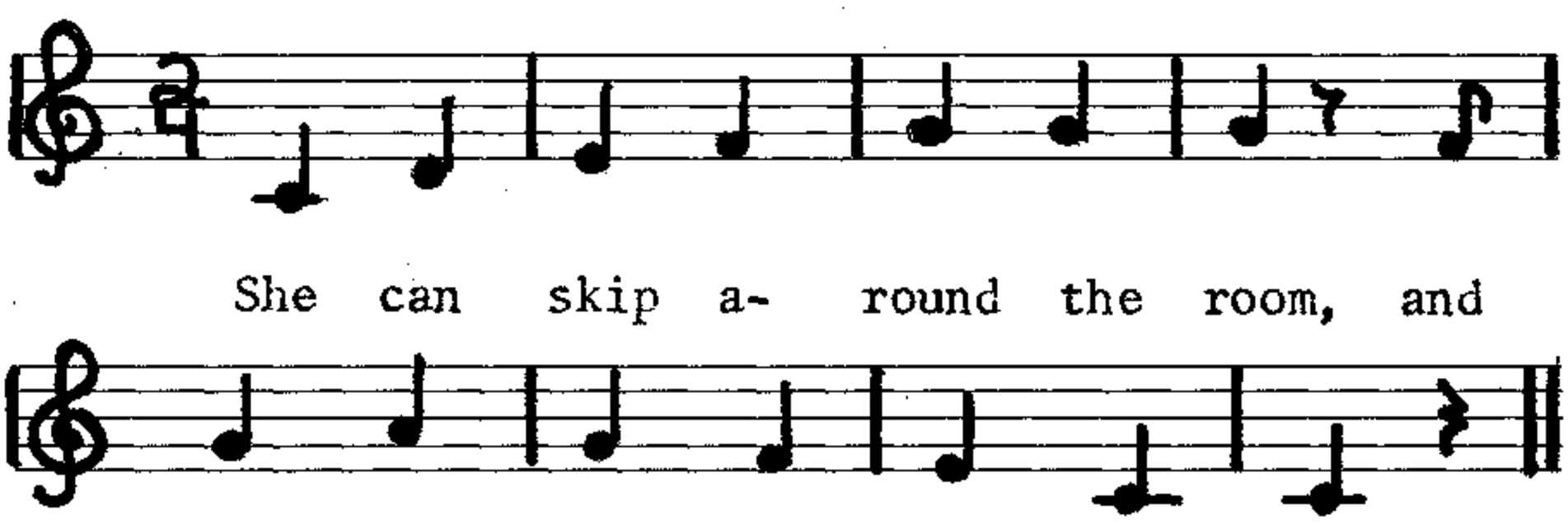
Potter, Thomas C. "A Taxonomy of Cloze Research Part 1: Readibility and Reading Comprehension," Inglewood, Cal. : Southwest Regional Laboratory for Educational Research and Development, 1968.

Rand, Earl J. "Integrative and Discrete-Point Tests at UCLA," *Workpapers, Teaching English as a Second Language* Vol. 6, June 1972.

TWO NEW TESL SONGS

The following two songs for elementary ESL students were developed at the Summer 1972 workshop in TESL at CCH.

The first song may be used to teach sentence connectors and subordinators..*



The students can make up their own verses as they demonstrate some of the things they can and cannot do. (It is not necessary for the lines to rhyme.)

She can skip around the room,
And she can hop around it, too.

He can make a big snowman
Because he has his mittens on.

He can ride a tricycle,
But he can't ride a bicycle.

She can't walk upon her hands,
Nor can she turn a somersault.

He can draw a picture here,
For he has paints and brushes, too.

As children finish an action the negative form might be sung about the next child with the last child's actions; then they could sing about his affirmative action.

1. She can hop around the room,
   and she can skip around it too.
2. He won't hop around the room,
   nor will he skip around it
3. He can run around the room,
   yet he can walk around it too.

This tune may also be used to learn the following grammatical constructions.

The different tenses and modals could be used if that grammatical concept is to be taught. Three different versions could be sung. Example:

ability

1. she can hop

present action

2. she is hopping

past action

3. she hopped or she has hopped

Singular and plural forms of pronouns and verbs (including reflex, if desired).

He is standing very still
But he can turn himself around

They are standing very still
But they can turn themselves around.

***See TESL game, Connecting Clauses, *TESL Reporter*, Vol. 5 No. 2, p. 10.**

Comparative and Superlative examples:

John is a tall boy.
He's the tallest in the class.

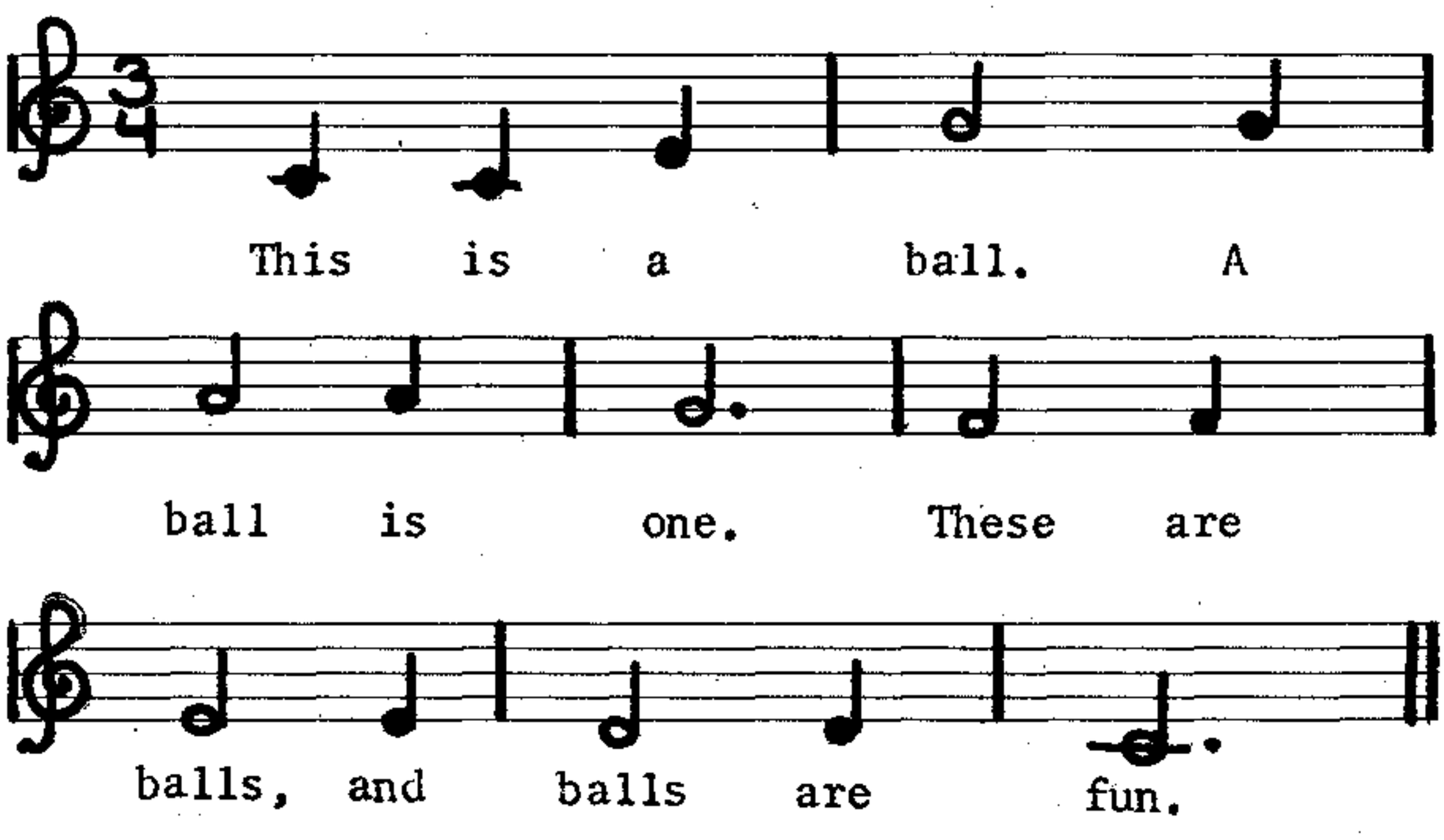
Mary is a little lass.
She's the smallest in the class.

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

The following song, written by Aileen Parker and Betty Thrum, helps the students with the English singular - plural distinctions. In addition to ESL students, Hawaii pidgin speakers need this practice.

The indefinite *a* or *an* with *is* is used for the singular and no article with *are* is used for the plural.

The demonstratives *this* and *that, (singular) and these* and *those* (plural) are also practiced.



Suggested Verses

This is a ball
A ball is one
These are balls
And balls are fun.

This is a puppet
A puppet is fun
These are puppets
And puppets are fun.

This is a block
A block is fun
These are blocks
And blocks are fun.

This is a doll
A doll is fun
These are dolls
And dolls are fun

This is a truck
A truck is fun
These are trucks
And trucks are fun.

Interpretations of Kinesics Are Cultural Not Universal

by Alice C. Pack

Many people seem to think that there is inherent meaning in nonverbal communication because gestures, unlike the phonology of languages which have a different arrangement of sound sequences and various intonation patterns, are alike. They think this indicates universal interpretation.

This assumption is reenforced by those who, having had a short encounter with someone without their native language competence, explain that they had no trouble establishing a pleasant relationship for communication.

Scientific studies are quoted to substantiate this fallacy. Darwin believed that, regardless of cultures, facial expressions of emotion are similar among humans. Reported at a convention of the American College of Medical Hypnotists was a newly discovered kinesic signal--an unconscious widening of the pupil when the eye sees something pleasant, i.e. the pupil of a normal man's eye becomes twice as large when he sees a picture of a nude woman.

It is true that people can be understood by making pantomiming gestures such as indicating hunger or thirst by opening the mouth, pointing a finger toward it, and making chewing motions. Also accepted is the fact that there may be instinctive body reactions to outside stimuli. However, the establishment of a universal communication interpretation by either of these two arguments is not justified.

The first, illustrated by the communication of pantomime, admits no standard gesture for specific communication, but is completely subjective, relying on the listener's decoding ability for meaning. The gesture indicating hunger might also be used to indicate that the person had just eaten, or had put something into his mouth which was difficult to chew. Other mimed gestures, or additional body movement that accompanies the gesture, might also suggest a different intrepretation to a different person.

Formalized gestures as part of theatre performance are found in every literate country and extend back in time to early India. This is evidence of an international interest in gestures and their proper ritualistic performance. However, these highly stylized gestures, though interesting, are definitely culturally oriented. Attendance at an Eastern theatre by Westerners without previous explanation or interpretive material would quickly prove the non-universality of interpretation of the gestures used. A 174 page book of instruction for pantomime performers in English seems to express the strong belief of the author and others in the universality of their interpretation of kinesics. However, these gestures might suggest different interpretations to an Easterner or to other non-English cultural groups.

Additional research and time may also prove that so-called instinctive or innate actions are also partially, if not wholly, learned cultural acts. (Consider recent research on I.Q. Tests,mice catching by cats, etc.)

In 1950 Bruner and Taguiri wrote that thirty years of study indicated that the best available research indicated that there was no innate, invariable pattern accompanying specific emotions. Research cited in 1964 by Ekman, Fiesen, and Sorenson on studies in New Guinea, Borneo, the United States, Brazil, and Japan show that "observers in these cultures recognize some of the same emotions when they are shown a standard

This is the first part of a three part article on the relationship of body movement to culture, language, and language teaching.

***See**

Pack, Alice C. "Your Gestures and Mannerisms: A Help or Hindrance?" TESL Reporter Vol. 2, No. 1 Fall 1968.

set of facial photographs. In contradiction to a theory of culturally learned facial display of emotion, they postulate that man's brain is innately programmed for specific facial movements. They state that there are *"innate subcortical programs linking certain evokers to distinguishable universal facial displays for each of the primary affects-interest, joy, surprise, fear, anger, distress, disgust, contempt and shame."*

They do recognize, however, that in opposition to this innate reaction to condition there are "culturally variable expressions and rules learned early in life," and that "these rules prescribe what to do about the display of each affect in different social settings; they vary with the social role of each affect in different social settings; they vary with the social role and demographic characteristics and should vary across cultures."

Psychologists Davitz, Beldoch, Blau, Demitrovsky, Levitt, Levy, Mattes, and Turner made a four year study (1958-1962) on the communication of emotional meaning by facial expression with and without the auditory characteristics of speech. Levitt concludes that "The correlation between vocal and facial expressive abilities is indeed low, but nevertheless positive and significantly different from zero." And Davitz comments that *"despair was mistakenly identified as affection of boredom much more often than as anger or joy. Similarly, fear was mistakenly identified as joy or anger much more often than as admiration or despair."* As these studies were made between subjects of the same culture there certainly should have been some correlation.

Fast concludes that our nonverbal language is partly instinctive, partly taught, and partly imitative.

"What their work proved seems to be the fact that we can inherit our genetic makeup of certain basic physical reactions. We are born with the elements of a nonverbal communication. We can make hate, fear, amusement, sadness and other basic feelings known to other human beings without ever learning how to do it. Of course this does not contradict the fact that we must also learn many gestures that mean one thing in one society and something else in another society.

When man, because of his culture, controls or masks these innate displays of emotion this implies a negation of any universal interpretation of even this type of body movement. Gestures are sometimes used to provide an individual with a screen to hide his real feelings. "The fixed smile, the nervous hollow laugh, the busy hands, the downward glance that conceals the expression of the eyes, have become famous as signs of attempting to conceal embarrassment."

Dr. Birdwhistell, professor of research in anthropology at Temple University, believes that body language and spoken language are dependent on each other. Spoken language alone will not give full meaning of what a person is saying, nor will body language alone give the full meaning. He states that all of our movements, if they are significant, are learned, and we pick them up as part of our culture. Because laughing and smiling seemed to be universally recognized human expressions he decided to use these as a starting point for measuring individual conventionalized behavior. At first he felt that smiling provided the perfect example of a behavior bit which expressed pleasure in every culture. He states *"Almost as soon as I started to study "smiling" I found myself in a mass of contradictions. From the outset, the signal value of the smile proved debatable. Even the most preliminary procedures provided data which were difficult to rationalize. For example, not only did I find that a number of my subjects "smiled" when they were subjected to what seemed to be a positive environment, but some "smiled" in an aversive one...*

As I enlarged my observational survey, it became evident that there was little constancy to the phenomenon.... In one part of the country, an unsmiling individual might be queried as to whether he was "angry about something," while in another, the smiling individual might be asked, "What's funny?" In one area, an apology required an accompanying smile; in another, the smile elicited the response that the apology was not "serious." That is to say, the presence of a smile in particular contexts indicated "pleasure," in another "humor," in others "ridicule," and, in still others, "friendliness" or "good manners." Smiles have been seen to indicate "doubt" and "acceptance," "equality" and

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by Peter H. Fries

English Noun Phrase

LIMITER	DETERMINER 1	DETERMINER 2	DETERMINER 3	LOOSE-KNIT MODIFIER
only				
	all	the	several	
only		an		occasional
			many	
		the		
	almost half	John's own	sixty three	
		your		specific
		any		
		a		major
		the		
only		the	three	small
	all	the		available
		their		diverse
		the		
		the		good
		that		
limiters	quantity phrases	definite phrase possessor phrase articles	cardinal numeral phrase quantifier phrase (count) quantifier phrase (mass) number words numeral comparison phrase	adjective phrase nominal adjective 2 nominal adjective 2 -ing phrase -en phrase (active) -en phrase (passive) material noun phrase manner adjective phrase adverbial adjective phrase adjective phrase

Dr. Fries shares his class handout chart on the construction of the English Noun Phrase.*

Construction

CLOSE-KIT MODIFIER	HEAD	RESTRICTIVE MODIFIER	NON-RESTRICTIVE MODIFIER
	men		
	people	whom we saw	
	sailor		
	men	who came	
skin	thermoreceptors		
	trucks		
new plant	needs		
	satellite	circling around the earth	
long-range missile development	program	that they are implementing now	
motor driven steamship	era	just ushered in	
low impedance	resistors	in the network	which are always the first to fail
	evidence		
consumer product	line		
	girl	in the water	who broke her arm last year
	article		by A.H. Benade
	building	in front of the church	

restricted noun phrase -ing word	common noun restricted noun phrase complex noun expression (that) complex noun expression (to) complex noun expression (of) semi partitive expression close appositive phrase title phrase	adjective phrase locational phrase non-locational prepositional phrase definite possessive phrase -ing phrase -en phrase (passive) -en phrase (active) active infinitive phrase passive infinitive phrase relative clause	adjective phrase locational phrase non-locational prepositional phrase -ing phrase -en phrase (active) -en phrase (passive) relative clause extended noun phrase

Teaching Composition to ESL Students

by Dolores A. Foley

The most difficult task I encounter in teaching English as a foreign language is teaching the student to write a clear, organized and interesting composition. I was really quite discouraged about it until one day I had lunch with two regular English teachers. I was talking about the problem and they laughed at me. Then the one said, "You're discouraged because you can't teach in two years what many English teachers are not able to accomplish in twelve years with native speakers. Why do you think all colleges require a freshman composition course?" When I returned to my classroom I felt better about it but the problem was still there.

My students learn to speak English rapidly, not just from my teaching but from twelve hour daily exposure to English. They also learn to read English rapidly and with good comprehension because I was a reading specialist before I started teaching English as a foreign language. Now if I can learn to teach my students to write clear, expository paragraphs I'll feel satisfied.

Mrs. Foley, a teacher at Highland Park (Illinois) High School has degrees from DePaul, Northwestern and Rio Piedras (Puerto Rico) Universities.

I have used Lois Robinson's *Guided and Free Writing* for students of English as a foreign language. The only criticism I have is that my students became very adept at turning interrogative sentences into declarative sentences, but still did not seem to improve much in writing original paragraphs.

One method I have been using with some success is to show the class a picture. I usually take pictures from *Life* or *Look* magazines. Sometimes I have xeroxed copies of Margaret Bourke-White pictures. Then as a group we look at the picture. I have the individual student tell me what they see in the picture. What message does the picture convey? I write the sentences on the blackboard exactly as the students say them. We correct grammatical errors. Then I explain how we must change the sentences somewhat because we don't always write the way we speak. When we speak we do not always use complete sentences because we can understand so much from the situation, the speakers tone and facial expression. So therefore in writing we use a different vocabulary so the reader can visualize our experience through the words we use. We use a much higher vocabulary in writing. As a class exercise we copy the sentences as we say them. Then we re-group them, organize them and change the vocabulary to make the paragraph more interesting and enjoyable. Then the entire class copies the completed paragraph.

As we progress to longer compositions I use a modification of the forms used in our school writing program. With the native speakers the English teachers use a very structured system called the 3-3 paragraph. We pick a topic. Under this topic we put 3 sub-topics, under the 3 sub-topics we put 3 supporting details. The following is a typical outline written by one of my European students.

I'll never forget my first trip to an American super-market.

I. It was an exciting experience
   1. It was necessary to catch a bus because the supermarket was not in the residential area.
   2. So many people were hurrying in so many directions it created an exciting atmosphere.
   3. The parking lot was a sea of many colored cars of all models so large compared to European cars.

II. It was a confusing experience
   1. The weights and measures were so different.
   2. The money confused me and I was afraid I wouldn't have enough to pay at the checkout counter.
   3. There was such a variety of packages that I had a difficult time making a choice.

III. Shopping is so different in my country
   1. Each market has only one type of food.
   2. You must carry a shopping basket; nothing is put in bags.
   3. There are no frozen foods.

Once the student has made his outline he is ready to start his composition. Making this outline helps the student think and put

his thoughts in some sort of organizational and sequential form. This is what I have done up to now to teach my students to write.

During this workshop I have examined many texts and have come to the conclusion that I will not restrict myself to one text but will take the ideas from several texts that will best suit the needs of my students. Following is a review of some of the texts I examined:

I liked *A Programmed Approach to Writing* by Gordon, Burgard and Young Books 1 & 2. In this text the student does not work from rules or definitions but from discovery. The exercises on such skills as putting ideas in order, seeing logical relationships of time, space, cause and effect are very good.

Perhaps a good text for an advanced student or a native student to use for reference is *Troublesome Verbs* P81 would be useful for the foreign student. Pages 84-89 give good examples of words and expressions frequently misused. She should put pages 10-17 somewhere at the end of the book or leave them out entirely.

The *Ananse Tales*, a course in controlled composition by Dykstra and Port is excellent because it doesn't make repeated use of changing from the interrogative to the declarative. In such exercises as the following the student must recall the proper pronoun to use to fill in the blank. He is using the language and not merely manipulating words.

I saw John. I saw *him.*
I saw Mary. I saw .....

Then after the student fills in the blank he can turn the page to find out immediately if he has made the correct response.

A First Book in Composition L. G. Alexander has exercises that are short, exact and simple enough for the beginning student to use with success to build confidence in ability to write in English. I would use these for classroom exercises.

Kinesics and Culture

(continued from page 7)

"superordination" or "subordination." They occur in situations where insult is intended and in others as a denial of insult. Except with the most elastic conception of "pleasure," charts of smile frequency clearly were not going to be very reliable as maps for the location of happy Americans.

As an illustration of the learning power of humans Dr. Birdwhistell has considered the most common kinesic motion, that of the eyelid. We squint to guard against too much light, or we blink to keep out dust and to cleanse our eyeballs. Contradicting this, he cites the numerous cases of learned eyelid movement. Fakirs in Indian religious cults can learn to look at the sun without blinking, or face a dust storm without closing their lids. He mentions that girls in our society learn to "bat their eyelashes" in flirting, even when there is no need to clean the eyeball. He suggests that examples like these prove that lid behavior varies from culture to culture, the same as language.

Dr. Birdwhistell concludes:

Insofar as I have been able to determine, just as there are no universal words, no sound complexes, which carry the same meaning the world over, there are no body motions, facial expressions, or gestures which provoke identical responses the world over. A body can be bowed in grief, in humility, in laughter, or in readiness for aggression. A "smile" in one society portrays friendliness, in another embarrassment, and, in still another may contain a warning that unless tension is reduced, hostility and attack will follow.

...It is easier to avoid the idea of culture concept than to face up to it.

A study of expectations and actual status in group situations reveals that subjects with expected consistency experienced significantly more positive affect than other groups. This seems to be the principle behind the effect of particular gestures upon individuals in some societies. An example of this is the so-called "Voodoo Death" caused by the pointing of a bone toward an individual. The foreigner is unaffected by the gesture, while the native, knowing the significance of the gesture, expects and accepts the death which follows. Scientists have recently documented these deaths as due to shock–the effect of the specific meaning held by some of a particular gesture. *(to be continued)*

This is the first part of a three part article. Part two will appear in the next issue.

Enquiry Method

(continued from page 2)
practice instruction. The exercises have been designed to reinforce grammar already presented. Enquiry method has provided very effective in forcing the student to put grammatical patterns into active use both orally and in writing.

Exercises in which the student imposes order on data according to chronological order are useful for realistic practice of tenses and time expressions. A modified version of the murder mystery problem can be handled by low-level students, for example. Problem solving which involves role play is particularly appropriate for involving beginning and low-intermediate students in realistic communication. Question-framing, extrapolation, and manipulation and synthesis of data have proved not to be beyond the capabilities of such low-level students. Even our lowest level class could accomplish the following exercise. The students were shown a series of slides of our coordinator and his family. The slides, taken over a period of years, were deliberately shown out of chronological order, with the children at various ages, houses in more than one country, two pictures of the coordinator's wife (one a recent picture in which her hair is grey, another showing her with red hair). One scene had snow, another showed a child riding an elephant, yet another had a camel crossing sign. The pictures raised specific problems. For example, who were the two women? Just how many children does the coordinator have? The students formulated specific questions about each slide. The next day the coordinator visited the class. The slides were shown out of order again; this time the students "interviewed" the coordinator directly. From the information they elicited in response to their questions, the students wrote coherent, surprisingly well-organized reports.

Problem-solving activities of this kind are controlled but avoid the artificiality of the controlled exercise which is no more than grammar manipulation. Within a teacher-directed framework, problem-solving provides the students with the opportunity for individual personal expression. It allows the student to put his linguistic skills, however limited, into active use by capitalizing on his natural ability to think.

GAMES FOR SECOND

1. Judy Takakura

Games can be used in teaching English as a second language. They give students a strong foundation of appropriate attitudes and correct practices in the English language. Games can help teachers create a good classroom climate in which students will enjoy learning English as a second language.

Games seem to play an important part in providing experiences that make the student more eager and more able to communicate with others. Games provide good practice of many skills in the English language because they encourage the student's efforts with immediate reward. Games can motivate the student to learn writing and speech skills.

Through games, the student is given many opportunities to learn a given language skill in a variety of settings. Students find learning fun because the skill can be taught in many different ways. Students enjoy using language skills in the games by competing in teams. Language skills are also aroused when the student is challenged to better his own previous record.

Principles and Guides

There are certain principles and guides that should be kept in mind when selecting and constructing games. Some of these are:

1) Games should help in the achieving of classroom goals. They should teach a certain skill and the student must understand the reason for the game. They need to learn to follow rules and develop good sportsmanship.

2) Games should help students learn more efficiently. They should give interesting repetition, enrich and give needed practice

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to learning in the classroom.

3) Determine how games can be best worked. Choose games that can be explained quickly. Have students stop the game while they still have a desire to play.

4) Teach students to play games according to the rules.

5) Some games should permit even the slow learner to win.

6) Some games can be used to provide self competition.

7) If possible, drill games should be self-checking.

8) Games should be attractive in appearance.

Types of Games

There are different types of games. Some of these are:

1) Self-competition. In this type of game the student is challenged to better his own records.

2) Partnership. The student plays with another student, sometimes competing with each other and sometimes helping each other.

3) Active group. The student is given moderate physical activity. Sometimes they are organized as team competitions and sometimes they are in the form of dramatization.

4) Group-quiet. These are directed toward encouraging the student to think, speak and write with clarity.

Students like to play with games which their teachers develop. These games can be easily constructed. It is good to use paper of heavy quality so that it will not tear or bend easily. Shoe boxes, manila folders, and other small boxes are good to store the games.

Manuscript can be used to write directions and lettering for the games. A felt pen is good for this purpose.

Judy Takamura is a teacher at Makaha Elementary School, Waianae, Oahu, Hawaii.

Children seem to learn more readily and with greater enjoyment when they have access to games that make learning fun. Games offer children an approach to learning not usually found in the systematically organized instruction period.

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GAMES IN TESL

2. *by Kathy Oshima*

Games are natural for children and helpful in their growth. Games can be especially useful to increase children's interest in routine drills and exercises. This is because children love competition and challenge. Games are always fun for children and most don't realize that they're actually mastering a skill when it is presented in the form of a game.

Using games for teaching English as a second language is a very good way to get the children involved so as not to bore them. Teaching some games may present a problem, in that the game itself may be within the children's command of English, while explanations and instructions may be too complex for them. In such cases, a recommended solution is to teach the game to a few of the quicker students and have them model it for the class. It may be even better, if feasible, to have older children from a more advanced class, or native-English speaking children, learn the game and demonstrate it.

Once a game has been learned, it can be adapted as the children progress. When the children learn new vocabulary and even new structures, these can often be added to a favorite game. A game, therefore, can be used effectively just as it is written, and when desirable can be regarded as a kind of skeleton or outline which can be expanded by the addition of new language items.

Many games require no materials at all. If a game does need props, improvise or use items that are easily accessible. Games that need picture cards, word cards, letter cards, etc. are pretty much stock-in-trade for any primary grade teacher, word and picture cards for new vocabulary can be made, as the need arises, on pieces of poster board.

When a game requires that each of the children have a set of picture cards, make the cards yourself using simple line drawings reproduced on any available equipment. Another approach is to let the children make their own picture cards as they learn new words that can be drawn. They can cut pictures out of magazines or color duplicated outlines; either of these would then have to be pasted on thin cardboard. This kind of arts-and-crafts activity can be a game in itself to the children.

Many drills can be incorporated into a physical education activity. Children love to be out-of-doors playing rather than in a classroom working on a drill pattern.

In using a game, a TESL teacher must be cautious in that she must know what the aim of the game is. If the aim is learning sounds, the children's pronunciation should be emphasized although the game may also contain new words or structures.

Language games have an important place in any elementary TESL program. They provide an opportunity for the controlled repetition which must precede fluency; and they offer, especially to the younger child, a natural incentive to master a skill by practicing it at play.

TESL Reporter

A quarterly publication of the English Language Institute and the BATESL program of The Church College of Hawaii.

Editor....,Mrs. Alice Pack, Assistant , Professor of English and TESL.
Staff ....., Api Hemi, Jovy Moss

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.

BOOK REVIEWS

Helene Barnard. **Advanced English Vocabulary** Book 1 *177pp.* $3.50
Newbury House Publishers.

This new vocabulary workbook is particularly helpful for the ESL student unfamiliar with the content word classification forms of English-noun, verb, adjective, adverb as it lists most of the different forms for each word. It also helps the student distinguish between count and noncount nouns listing *a* before each noun where this is necessary in its singular form and (a) where it may be either count or noncount.

Short reading passages introduce the words; fill in sentence exercises using the new words with first and last letters given and blanks between follow, and dictation exercises or fill in vocabulary for testing conclude each unit.

This could be an excellent self-study workbook for adult intermediate students. Unfortunately, no list of the vocabulary covered is given nor is the basic word list from which the selections are taken listed as is indicated in the introduction.

Vocabulary Book 2 is slated for early publication.

Alice C. Pack

Hugh Rank. **The USA: A Commentary** 86pp. *U.S. $1.60*
American Book Co., 1971

This brief collection of 12 essays introduces advanced students to issues of contemporary interest in the United States such as political parties, the Negro, large cities, etc.

Italics and capitalization mark Americanisms or loan words, while single quotes indicate words used in a different connotation. Definitions for these words appear at the end of essays, in context, or in footnotes. Exercises for further thought suggested readings follow each section.

Michael E. Foley

SOUTH PACIFIC WORKSHOPS

Dr. Harold S. Madsen, Brigham Young University's TESL Program Coordinator and Michael E. Foley, new director of The Church College of Hawaii's English Language Institute, recently completed a three week excursion to the South Pacific.

They conducted weeklong workshops in Western Samoa and Tonga for elementary and secondary teachers and administrators. They also consulted with local administrators and teachers about English language programs in Tahiti, Fiji, and American Samoa. Teachers from Fiji and Tahiti joined the workshops.

The visiting educators and participants discussed various aspects of ESL instruction including materials preparation and adaptation, testing, and dealing with motivation problems and the need to use more English. A video tape recorder taken along provided many of the participants their first opportunity to see themselves in action.

The workshops and consultations have generated a great deal of enthusiasm: Teachers in Samoa have established an informal ESL organization which will publish a quarterly newsletter sharing ideas and teaching techniques. Fiji and Tonga may establish an exchange program of teachers and materials. In Tahiti a newly approved vocational education program will include English instruction for those working in the rapidly expanding tourist industry.

BOOKS REVIEWS

Letters From Roger: Exercises in Communication *(paperback) U.S. $3.95*

by Russell N. Campbell and Maryruth Bracy. Prentice Hall, Inc., 1972,

This interesting and refreshing text for intermediate/advanced ESL students contains twelve "letters" from Roger, an American university student who, pen-pal style, corresponds with a foreign counterpart. Along with his friendly letters, Roger sends informative items such as brochures, news and scholarly articles while carrying on discussions about UFO's, pollution, travel in the U.S., etc. All these help expand the foreign student's cultural and linguistic awareness.

Each section begins with a letter from Roger and concludes with directions for the student's reply. In between various comprehension exercises, points of interest, information, composition questions, and notes further aid the students. *Letters*, in this manner, will draw your students into a role of continued correspondence with their new friend. This should prove a strong and welcome motivator.

Michael E. Foley

Guided Composition Exercises *(paperback) U.S. $3.95*

by D. H. Spencer. Published by Longman (printed in Hong Kong) The United States distributor is Newbury House Publisher.

The first 120 exercises--*Part 1. Parallel-Sentences* require written sentences following exact patterns. The focus is on tense usage, with some coverage of conjunctions and relative pronouns.

The fifty exercises in *Part 1 Parallel Sentences* consist of completing a single paragraph or rewriting it in various ways. Alternative key words fixed and variable, placing structural words, joining sentences together and direct and indirect speech are added to tense usage and verb patterns.

The first 10 exercises of Part 3 *From Guided to Free Composition* provide practice in relatively free composition and the last two are entirely free composition. In between there are eight passages for reproduction-type exercises which the author suggest may also be used for dictation.

Intermediate ESL students should find this book helpful for individual study. Teachers who are familiar with the material presented might like to assign some of the exercises to students who have problems in the various areas covered.

Alice C. Pack

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