SECOND LANGUAGE TEACHING-
A CLASSROOM 'EXERCISE' OR AN 'ACTIVITY' FOR INTERACTION?

by Lachman M. Khubchandani

In recent decades, many advances have been made in *instruction strategies,* e.g. innovations in training language teachers, preparing more effective aids (manuals, tapes, films, etc.) based on linguistic research, with the attention focused on one idealized variety (the standard norm) of that language.

Today, enormous progress has been claimed in the production of textbooks at all levels from "pictionaries" and conversational cut-out books to individually programmed kits which teachers are finding highly superior to a conventional textbook. In individualized instructional programs teaching is not solely confined to a classroom (or a language laboratory) but the "instructor" adjusts his role as a "learning coordinator", guiding and tracking the student through a varied sequence of activities and learning environments.

But compared to the energy, time, and money spent on learning second and foreign languages in the 'literate' world, one finds little satisfaction among instructors and pupils regarding the levels of proficiency acquired in these languages. The present programs seem to be operating in a vicious circle of selecting teaching and curricular materials and then assessing the proficiency of pupils on the basis of the *same* material.

CONTENTS

Language as a social activity gets its meaning by the *context* in which it is used. A living language without this kind of meaning can be regarded as a *myth* of the classroom. Present language teaching programs, whether conducted through a reading-based system (inherited through the classical language teaching tradition) or through an oral-aural system, regard classroom (extended to language laboratory) as the sole reservoir of language learning. The target language is taught as an "exercise" or as a preparation for eventual utilization goals, but having no immediate reinforcement plans whatsoever outside the classroom, which makes learner's task rather streneous and intensely motivated (Khubchandani 1967).

Rational and Reflexive Demands of Language

There is now more understanding among educationists that "teaching" and "learning" are *not* mirror images of one another. Linguists and language teaching experts have to know more about the *actual processes* by which a learner internalizes the experiences in a second or a foreign language. Classroom teaching does not fully envisage the difficulties encountered by a language learner in functioning through that language.

In second and foreign language teaching, teachers and text materials pay sole attention to the explicit, unambiguous, overt manifestation through language. Such *rationalized use* of language is only one of the sociolinguistic variables in actual speech activity. A native speaker's use of speech, in natural environments is an *integral* activity relevant to the context and purpose of verbalization. His actual discourse gets modulated on a scale of *rational* and *reflexive* extremes. This reflexive use of language is characterized by implicit regulation depending on identity pressures, suggestion, inference, and covert design.

The classroom "exercise" in language teaching remains an end in itself; no communicative task is actually performed (only rehearsals are conducted for eventual confrontation with unknown audiences). It is acquired as an "artifact" in which speakers and listeners remain detached and uninvolved from the communication point of view. Whereas, speech as a living phenomena is mapped on the prevailing extra-linguistic context, and it is very much a "fact" in which participants are involved (much more actively in inter-personal situations and rather passively in mass media contexts).

Interaction Strategies

Language laboratories have been provided for getting to grips with the raw material in a foreign speech. But the laboratory still retains the classroom flavor of 'exercise' in the sense that no communicative task is actually accomplished through speech. For this purpose, a real language laboratory is the interaction opportunities in controlled but challenging situations, where a second language is confronted as an integral meaningful activity.

Hence, in the total structure of a second language learning system, it is essential to coordinate between *instruction strategies* (teacher with classroom and laboratory aids) and *interaction strategies* (graded and controlled interaction programs where attention is focused on "event" rather than on "expression").

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For a better understanding of the speech phenomena within a broad behavioral framework, it may be useful to make clear distinction between "speech" as an *integral activity* in a society and "language" as an ideal norm (Khubchandani 1973). One of the major shortcomings of the current state of affairs in most of the second language teaching programs is their exclusive concern with the teaching of language as an ideal norm, and thus shelving aside the characteristics of the functional differentiation as prevailing among the native speakers of that language and of grassroots "folk"

multilingualism as found among plural illiterate societies, i.e. acquiring non-standard speech forms from actual usage as an integral activity.

Most language experts do recognize the importance of experience in foreign environments for effective control of a foreign language. But they assume that a sustained exposure to a language "exercise" through native informants and tapes sufficiently equips pupils for eventual "activity" through that language. In performing skills (e.g. swimming, driving) such an assumption would be questioned seriously. It is rather crucial in the total learning system to regard proficiency in a foreign language closer to the requirements of performing skills rather than treating it as a course of study.

An average person acquiring a *second* language (other than his native speech) by functioning through speech events in natural environments gains proficiency in the linguistic component of speech along with the sensibility of handling the network of options in that speech conditioned by the pressures of propriety, identity, cultural values, and demands on verbalization, without much directed effort and learning strains on his part which are otherwise experienced when learning a foreign language in a formal way. An adequate learning system must also utilize the strategies of linguistic competence component and of performance awareness (sensibility) component simultaneously, and not leave the later component to the subsequent stage, i.e. entering into the *activity stage* after the successful completion of the *exercise stage*.

Communication in Second Language

Communication is a two-sided activity. For an effective control over a non-native language, it is necessary to provide *opportunities* for performing graded communicative tasks and create *confidence* among the participants through the successes achieved in limited transactions--without the interference of direct monitoring, merely providing prompting where necessary.
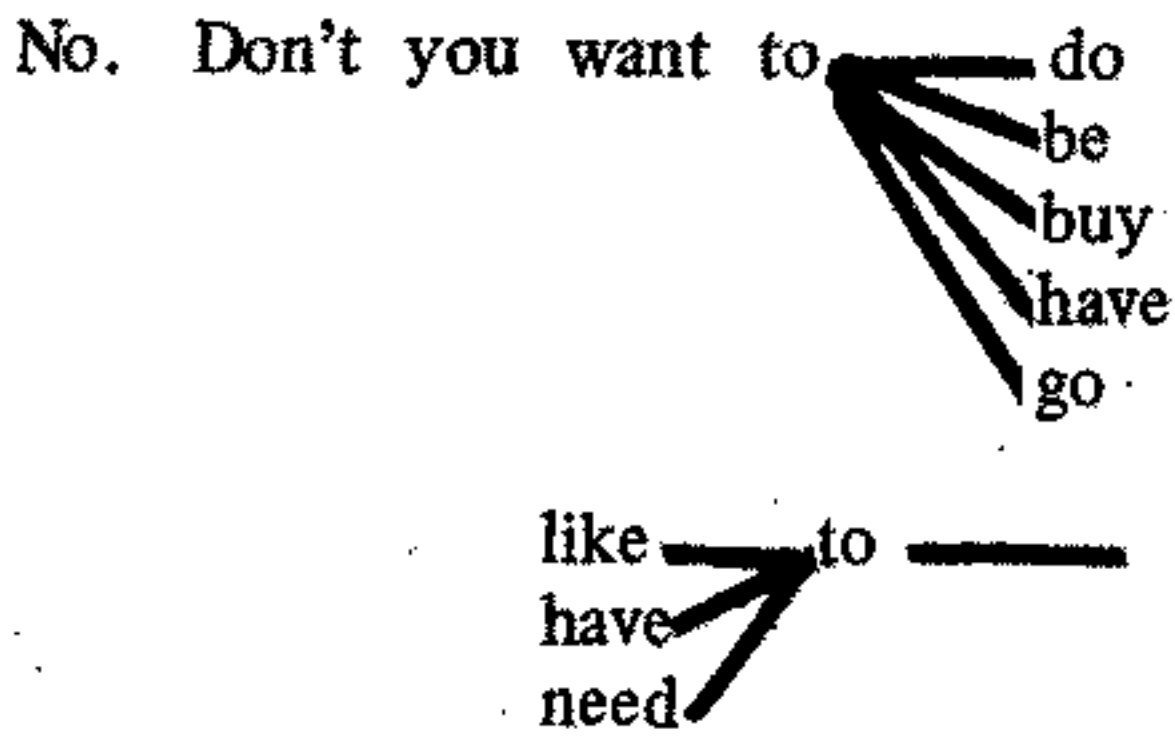
In second language and foreign language learning situations, a learner aims at acquiring

the competence (active or mere passive) of functioning in that language, i.e. exercising options depending on sociolinguistic variables, and not according to the norms of the target language. Many contrastive studies tend to treat the issue of language transfer (positive or negative) in a rather straitjacket manner, starting with the presumption that all types of interference from the source language are unacceptable in the target language behavior; whereas in everyday life reality one notices no such clear-cut dichotomy of *acceptable* versus *unacceptable* utterances in a language. Certain deviations from the norm could be more appropriate, purposeful, amusing, neutral, socially marked, pejorative, ambiguous, hazardous, unintelligible, etc., in specific situational contexts.

It, therefore, becomes crucial to have an adequate knowledge of sociolinguistic variables of a region or of a speech community in establishing a hierarchy of difficulty as encountered by a learner due to his inhibitions of the source language and attitudes towards the target language. We need to examine the pedagogical aspects of language learning in a sociolinguistic perspective to project the complex task of integrating the language 'exercise' techniques of classroom with the speech 'activity' in everyday life reality through *interactional strategies*, controlled and graded on the basis of behaviorally defined utilization goals.

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VALUING - An ESL Activity
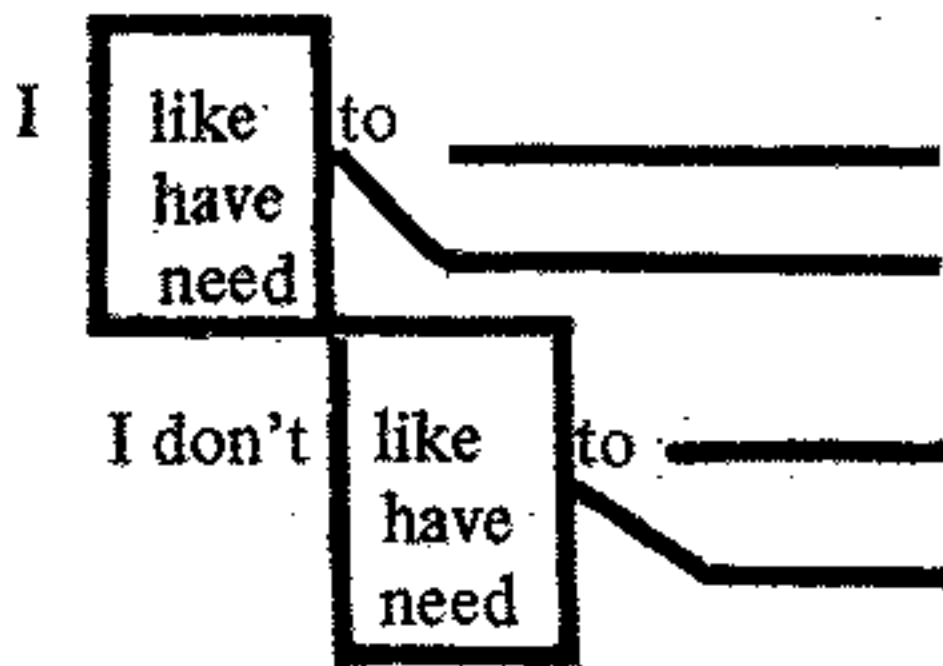
by Donna Ilyin

In this activity students discuss a statement or a question. They give their own personal beliefs and feelings or tell a personal experience. They use natural English--with vocabulary and structures appropriate to their proficiency level.

The teacher selects a statement or a group of related statements or questions, analyzes the structures best used and reviews structures and vocabulary in context. The teacher arranges the review and structure presentation by difficulty and natural order. (Short information type answers and one word questions natural to conversation and discussion are used). The teacher evaluates the class readiness for using the structures and vocabulary. She uses lead questions with the group as a whole.

(If the class has never worked in buzz groups, the teacher selects 4 to 6 students and demonstrates how each person responds and asks other students in the group the questions. The teacher uses the main sentence or questions at this point.)

(If the class has worked in buzz groups, the teacher uses the main sentences or questions as a practice session in each buzz group.)

The teacher divides the class into buzz groups of 4 to 6 people. The students use only English and when possible the teacher tries to get a heterogeneous grouping of languages spoken by the students.

The teacher tells the students to give their own views and feelings and at the end of the discussion period asks one person from each group to report.

EXAMPLE

At the 150 level (about 12-14 weeks or 100-150 hours after a beginning adult ESL class has started).

Readiness Structures

Questions, affirmative and negative statements with present forms of BE, DO with common verbs, CAN with common verbs, and BE Going TO future with common verbs.

NEED
LIKE
HAVE   to _____
WANT   Verb
                Noun

I want _____ to eat.
                food
I like _____ to eat
                food

much, many, a lot of with count and non-count nouns too much, too many (excessive).

Lead Questions:
1. Do you have any plans for the future? (When students answer *yes* use additional questions below. When students answer *no* ask additional questions below.)
   Yes. What do you want to—do?

be?

buy?

have?

(If appropriate to a more complete student response)

No. Don't you want to ———— do
be
buy
have
go

like —— to ——
have
need

2. Can you ——————— ?

Main Questions:

1. Do you have any problems about your future?
Yes?   2) What is your problem?

I want to ——————

I don't want to ——————

I | like to ——————
have
need

I don't | like to ——————
have
need

3. Is that (responses to number 2) a problem?
4. Why?
5. Can you or Can't you?

Examples of related questions 2,3,4 and 5 with a Yes answer to 1.

Student A: Do you have any problems about your future?
B: Yes.
A. What is your problem?
B. I want to read.
A. Is that a problem?
B. Yes.
A. Can't you read in Spanish?
B. Sure, but I can't read in English.
A. That's a problem.

Student A: Do you have any problems about your future?
B. Sure.
A. What is your problem?
B. I need to study.
A. Is that a problem?
B. Yes.
A. Why?
B. I don't have much time?
A. Why?
B. I work at night. I'm tired. I want to sleep.
A. Me too.

No 6. Don't you want to ——————
have
need

7. Isn't that (response to 6) a problem?
8. Why?
9. Can you or can't you ———— ?

Variations on Main questions

What is every young boy's problem.
young girl's
young man's
young woman's
husband's
wife's
ESL students
ESL teachers
working student's
poor student's
old man's
old woman's
sick person's etc.

Is that a problem?
Why?
Can he/she? or Can't he/she?

Author's Note

Please write your comments and suggestions--if you try it on your class let me know what happens.

A DAILY DOZEN-
A Dozen Items from the Honolulu Daily to Start off-Warm up the ESL Class

by Jason Alter

During the Fall 1974 semester at the English Language Institute, University of Hawaii (Manoa), I taught a section in the Listening Comprehension series, ELI 80. I made it a practice to select a few items from the evening daily in Honolulu, the *Honolulu Star-Bulletin,* with which to enliven the class. I confined these selections to the front page. If the item was in large print, I merely held up the newspaper; otherwise I'd write the item on the board. This particular class was high-level, but I insist that one can utilize the technique at any level. The class included students from Hong Kong, Japan, Thailand, Indonesia, Taiwan, Viet Nam, the Republic of China, Korea, and Burma.

Here I list a dozen examples, along with comments on how to use them. Sometimes, there happened to be a picture as well, a ready-made visual aid. There are language-and-culture ramifications. Students react positively to language items from the real world; they learn current vocabulary and usage. Students' evaluations at the end of the semester (anonymously contributed in written form) testify to the efficacy of this technique.

1. **Senate OKs Rocky**
   a. Note the absence of an apostrophe in "OKs."
   b. OK backwards is K.O. (knockout)
   c. Note the penchant in the U.S. for giving nicknames to political leaders.
   d. Discuss various meanings of "rocky" as an adjective.

2. **Family' in Homeless Catch-22**
   a. The meaning of Catch-22 here?
   b. Other examples where a book title can serve as a noun like this?
   c. Other words with "-less" suffix?

3. **Man of Characters (Picture of new Prime Minister Takeo Miki, practicing traditional calligraphy)**
   a. Compare "Man of Character" and "Man of Characters."
   b. How many Chinese characters do you need to know to read a newspaper?
   c. Meaning of "He's a character"?

4. **Says It May Be Longest Recession Since 1945**
   a. Pronounciation of "says"?
   b. Compare "may be" and "maybe."
   c. Make a sentence with another word ending in "-est."
   d. Other words ending in "-ion"?
   e. Other uses of "since"?

5. **Who's lyin' on the table? (Picture of a local lioness being operated on)**
   a. Compare pronunciation of "lyin'" and "lion."
   b. Homonym for "who's"?
   c. Make sentences using both homonyms in "b."

6. **12-Month Rise Worst Since 1947**
   a. Words that rhyme with "worst"?
   b. Other expressions like "12-month"?
   c. "Translate" the headline into "regular" sentence form.

7. **Sugar Workers Offered a Bonus**
   a. Other words starting with the same sound of "su-"?
   b. Who did the offering?
   c. Other words ending with "-us"?

8. **Rocky Agrees to Cut Gifts**
   a. Note the two-word verb "agrees to."
   b. Compare "agrees to" and "agrees with."
   c. Note the semantic ambiguity in "cut."
   d. Words that rhyme with "gifts"?
   e. Other words that end in "-fts"?

9. **Ariyoshi, Doi Close with Big Isle Rally**
   a. Two pronunciations of "close"?
   b. Semantic ambiguity in "Big Isle Rally"? (In Hawaii, "Big Isle" refers to the Island of Hawaii.)
   c. Two homonyms for "isle"?

10. **Russians Cut Short Parade**
    a. Words that rhyme with "short"?
    b. Compare the pronunciation of "short" and "sort."
    c. Note the two-word verb "cut short."
    d. Semantic ambiguity in "cut short parade"?

11. **Pan Am & TWA to split Up Routes**
    a. Rearrange the letters of "split" to form another word.
    b. Two pronunciations of "routes"?
    c. Homonyms for each of the two pronunciations of "route"?
    d. Note the two-word verb "split up."

What I'm suggesting is that we can find countless examples of living-English from the daily paper. The teacher can judiciously pick and choose those that fit the particular occasion. Once the students are familiar with the technique, the pace of the class is enhanced immeasurably. One comment leads to another, and learning takes place.

TESL PROFESSIONAL OPPORTUNITIES

The TESL Reporter will list openings for ESL and EFL teachers as they are received by the editor.

For information, applications, etc., please write direct to the listed names, schools, or districts. The TESL Reporter will not accept or forward information or applications from prospective employees or employers.

The Central Language Laboratory requires a lecturer (Akademischer Rat und Lektor) for teaching American English to future teachers of English (mainly first and second year students).

The contract will initially run for five years from 1 October 1975 with the possibility of permanent tenure.

Further particulars are obtainable from GESCHAFTSFUHRENDE LEITER, ZEN-TRALEINRICHTUNG SPRACHLABOR, 1 BERLIN 33, HABELSCHWERDTER ALLEE 45, West Germany.

The Central Colombo Americano de Cali is interested in applications from people with:
1. Bachelors degree in TEFL
2. Masters in TEFL
3. People with experience in TEFL and or teaching experience and experience living and working in a second culture.

Please direct inquiries to Charles F. Itzin Academic Director, CENTRO COLOMBO AMERICANO, Apartado Aereo 4525, Cali, Colombia.

WORKSHO

In response to a request by Dr. Carl Harris, Acting Director of the Church Educational System, Fiji, and through the Department of Continuing Education at the Brigham Young University-Hawaii Campus, four workshops were conducted for teachers at the L.D.S. Suva Primary School and the government schools in Suva, Fiji.

Dr. Sidney Jenson spent two weeks lecturing, demonstrating, and conducting supervised teaching of reading to elementary students.

Preston Larson of the Music Department was in Suva six weeks teaching music, including beginning piano courses. Arrangements were made for eight of the beginning students to continue lessons with a local instructor. Three pianos are available at the church school, but very few teachers

PS IN FIJI

had had any piano instruction before this workshop.

Alice C. Pack conducted a two-week workshop in teaching English as a Second Language. The last week was inservice teaching and demonstrations in conjunction with the opening week of school the last week in January.

Curt Fawson, Director of the BYU-HC Learning Resource Center, also spent the opening school week in Suva setting up library and media facilities for the school. He had just completed a media workshop in Tonga and was enroute to workshops in Samoa and Tahiti. Mr. Fawson and Mrs. Pack collaborated on some demonstration lessons using on-the-spot developed materials for teaching English to elementary school classes.
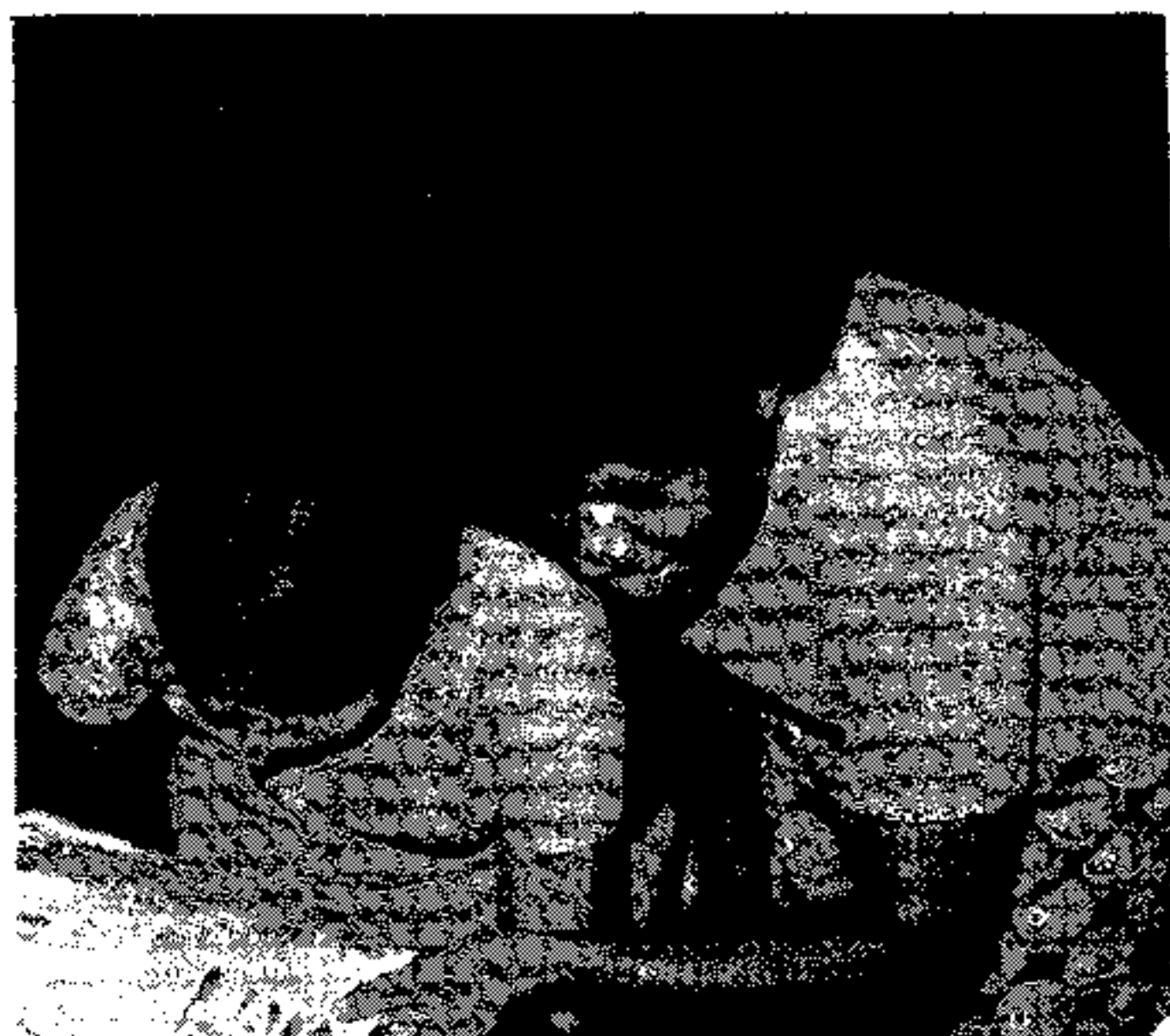
Many incountry and on campus workshops are offered by the Department of Continuing Education. Included in the 1975 Summer Sessions are classes listed below. Instruction is provided primarily by members of the regular university faculty with the addition of prominent visiting professors in specialized fields and a number of special instructors, lecturers and demonstrators from Pacific and Asian cultures.

EDUCATION 590M TEACHING ENGLISH AS A SECOND LANGUAGE WORKSHOP (3)

> 8:30-12:20   Daily   Room 127   June 18 - July 2   Pack
>
> This course is designed to acquaint the classroom teacher with the basic principles and practices of ESL. Teachers from Hawaii will find many points especially useful in handling students with multilingual and/or pidgin backgrounds. Creation of practical teaching lessons and materials is emphasized. No prerequisite.

EDUCATION 590E LITERATURE IN POLYNESIA (3)

> 9:30-11:20   Daily   Room 162   June 18 - July 15   Jenson
>
> A study of the literature of Polynesian lands and the literature written by American and European authors in Polynesia.

EDUCATION 579 PEOPLES OF THE PACIFIC ISLANDS WORKSHOP (4)

> 8:30-11:20   Daily   TBA   June 18 - July 15   Swapp
>
> This course is an introduction to and a study of the Hawaiian, Samoan, Tongan, Tahitian, Fijian and Maori people. Along with other approaches, it provides an opportunity to participate in activities peculiar to the Polynesian people. Includes presentations by native members of island cultures studied.
>
> Class attendance at the Polynesian Cultural Center evening show and unlimited access to the grounds will be included in the course.

Primary School
Student learns
to use the
Language Master

TESOL CONVENTION REPORT

by Michael E Foley
and William K Gallagher

Over a thousand teachers, administrators, researchers, curriculum specialists and publishers gathered in Los Angeles from March 4-9, 1975, for the ninth annual convention of Teachers of English to Speakers of Other Languages (TESOL). The convention program provided something for everyone concerned with language instruction. Those in attendance participated in workshops, listened to formal presentations of papers, reviewed the latest in ESL publications and met with colleagues from the U.S., Mexico and several foreign countries.

TESOL can no longer be considered a U.S. professional group. A quick look at the list of affiliate organizations shows members located in Canada, the Dominican Republic, Ireland, Mexico and Venezuela. In addition to these organized members, many individual members from the Middle East, Southeast Asia, Micronesia, Europe and Latin America joined the convention activities. This year's convention program featured several new and welcome innovations to provide rewarding and educational experiences for our truly international membership.

One of these innovations was the special interest group meeting. Experts shared their experiences in informal panel discussions, rap sessions,and problem-solving groups with people interested in EFL in foreign countries, EFL for foreign students in the U.S., ESL for U.S. residents in general, ESL in bilingual education, ESL in adult education, Standard English as a Second Dialect (SESD), and applied linguistics.

Several informal luncheons were planned in an effort to increase interaction among convention participants. Various dining areas of the hotel were designated for those interested in English teaching in connection with early childhood, elementary, secondary, higher and adult education, support services such as guidance counselors and social workers, researchers, administrators, and supervisors, teacher trainers, students and parent-community groups.

Another addition to this year's agenda was a meeting of the national advisory council. Comprised of delegates selected from the organizational affiliates, the council nominated people for next year's election to the executive committee and made recommendations to the present executive committee.

Also new this year were half-hour teaching demonstrations presented by successful instructors. Growing out of the general membership's demand to share the latest pragmatic innovations and proven teaching techniques, each TESOL affiliate was asked to choose one of their members to demonstrate classroom programs, materials and/or approaches which had helped students learn English. Judging from the large numbers in attendance at these practical sessions, this innovation will become a permanent feature of future programs.

Two other minor innovations helped make this convention much more enjoyable for many: Each convention gathering was divided into smoking and non-smoking sections for the comfort of the participants. And, freeing those who wanted to listen without having to take copious notes, the Minute Tape Company (3640 So. Sepulveda Blvd., Suite No.123; Los Angeles, CA 90034) recorded on cassettes all of the general and small-group sessions.

We would like to share our impressions derived from several presentations we attended and some of our evaluative observations made during the course of the

program. We realize that other participants attending different, or even the same sessions, may have reached other conclusions and developed varied interpretations.

For years, many structural linguists claimed that a sound ESL program rested upon a detailed contrastive analysis of the first and second languages under consideration. Transformational grammarians, who hold to the existence of a universal human grammar, deny the validity of such a claim. For the transformationalists, the first and second language differences are merely

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Mr. Foley, an executive of the Hawaii Council of Teachers of English, represented Hawaii on the National Advisory Council; Mr. Gallagher presented a paper.

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superficial, and not essential for ESL teaching (Newmark, 1971). At the convention, however, delegates referred to studies of errors by second language learners to determine if these errors, might be due to interference from the first language. (see Bailey, Madden and Krashen, 1974).

Structuralists hold that such interference is one of the major reasons which impede progress in Second Language acquisition. These errors can be predicted, the structuralists posit, through contrastive studies, and then drills can be devised to eliminate the mistakes.

However, research reported at the convention showed that these errors made by Second Language learners are not so much a result of interference from the first language, as they are developmental in nature. That is, the errors made are the same errors all language learners--both first and second, from different linguistic backgrounds--make as they progress towards complete language acquisition (see Dulay and Burt, 1973, 1974).

Some researchers label this stage of Second Language acquisition "interlanguage." For example, a student may generalize the past rule (or in this case, overgeneralize) and say 'goed' for 'went.' This error should not be

misinterpreted as interference, but rather reflects the learner's interim grammar, (i.e. interlanguage) or the learner's current psychological hypothesis about the target language.

Furthermore, studies in error analysis are showing that a learning hierarchy exists for the acquisition of certain features in English. Various measuring devices are included in the studies showing that the age and linguistic background of the learners seem to have little influence on changing the order of acquisition.

Studies in error analysis show the order of function word and inflection acquisition within the noun phrase in English to be: 1) plural, 2) article, and 3) possession. Within the verb phrase, the order is: 1) progressive, 2) copula, 3) auxilliary, 4) irregular past, and 5) third person -s. (see Krashen, in press)

This implies an order of acquisition which may run counter to many popular Second Language programs where materials are structured "to prevent errors."

Tests (Upshor 1966 and Mason 1971,) reported at the convention by Fathman, show that adults do require extensive meaningful exposure and formal instruction in the target language or dialect, while increasing evidence shows that students from 6-15 years of age do not require any formal, i.e. classroom, instruction--exposure is sufficient for them to learn a new language (see Fathman, 1974). Adults beyond age 15, usually demand grammatical explanations, perhaps gaining the security of knowing there are principled reasons for the linguistic phenomena they are being exposed to.

Included in another presentation were various theories to account for the presence of a foreign "accent." 1) accent is a result of a psychological habit on the part of the articulators, so that nerves and muscles (and perhaps neurological functions) of articulation progressively become rigid with age. Then, by the time a Second Language learner reaches a certain age or level of physical development, he is physiologically incapable of acquiring a Second Language native accent. 2) Some psychologists claim

accent may be a result of psychological habit formation, and 3) necessary underlying empathy with the second language community is lacking. Tarone reported that his studies show that increased empathy in language learners results in better pronounciation. Since Second Language learners normally retain an accent even after years of study and foreign residency, there is also another possibility that accent may be connected to psychological notions of selfhood.

In one session a panel from Educational Testing Service of Princeton, N.J., described their efforts to construct a new TOEFL examination. The present test has been in use for the past 15 years. ETS is anxious to work with educators in institutions in making changes and additions to the new TOEFL, which they hope to begin administering next year. They recommended in using the old test that each school or program should establish their own cut-offs and interpretations for TOEFL results.

TESOL now publishes a collection of the convention papers (the '74 collection is now available) so those who are interested in reviewing all of the ideas may purchase a copy of the collection or order the previously mentioned tape recordings.

In general the convention proved worthwhile: Many speakers were outstanding. The publishers' displays were extensive. And the opportunity to meet colleagues and discuss ideas was refreshingly stimulating.

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Next year the TESOL CONVENTION will be held in New York City.

BOOK REVIEWS

Mary Finocchiaro and Michael Bonomo *The Foreign Language Learner: A Guide for Teachers*
Regents Publishing Co. 1973

Price: $3.95

An excellent reference text for teachers in ESL who are looking for help in both curriculum and classroom planning.

It includes chapters on language, the theories of language learning, and developing a curriculum in addition to the expected teaching of the features of language, developing communication skills, making effective use of materials and techniques of instruction, and testing and evaluation.

There is also a short chapter on cultural insight in language teaching with suggestions for implimenting cultural material in a language learning program.

Each chapter has a bibliography for additional reading on subjects covered in the chapter in addition to an extensive general bibliography as an appendix.

An invaluable aid to new teachers in ESL is a ten page appendix of definitions of useful terms in the second language field.

Louise Hirasawa and Linda Markstein.   *Developing Reading Skills..* advanced
Newbury House Publishers, Inc., 1974

Price: $4.95

This excellent text, designed to develop reading skills and expand general vocabulary as a preparatory step toward reading and understanding college texts, is composed of twelve readings with comprehension texts.

Each text has student exercises on different aspects of English usage: determiners, prepositions, multiple word verbs, synonyms, after each four chapters. Answers for all exams are included at the back of the book.

Julia M. Dobson
Effective Techniques for English Conversation Groups   Price: $3.50
Newbury House Publishers, Inc., 1974

An excellent reference book for ESL conversation teachers, with numerous suggestions for conducting beginning to advanced groups. Information is given on how to use improvisations, dramas, debates, visual and audio aids, songs, etc.

Particularly helpful for a beginning or inexperienced teacher are the seventeen helpful hints for directing conversation groups. Examples:

The more advanced students do most of the talking or are bored, while the less advanced students fail to participate.

The students are not interested in the conversation activity you have scheduled.
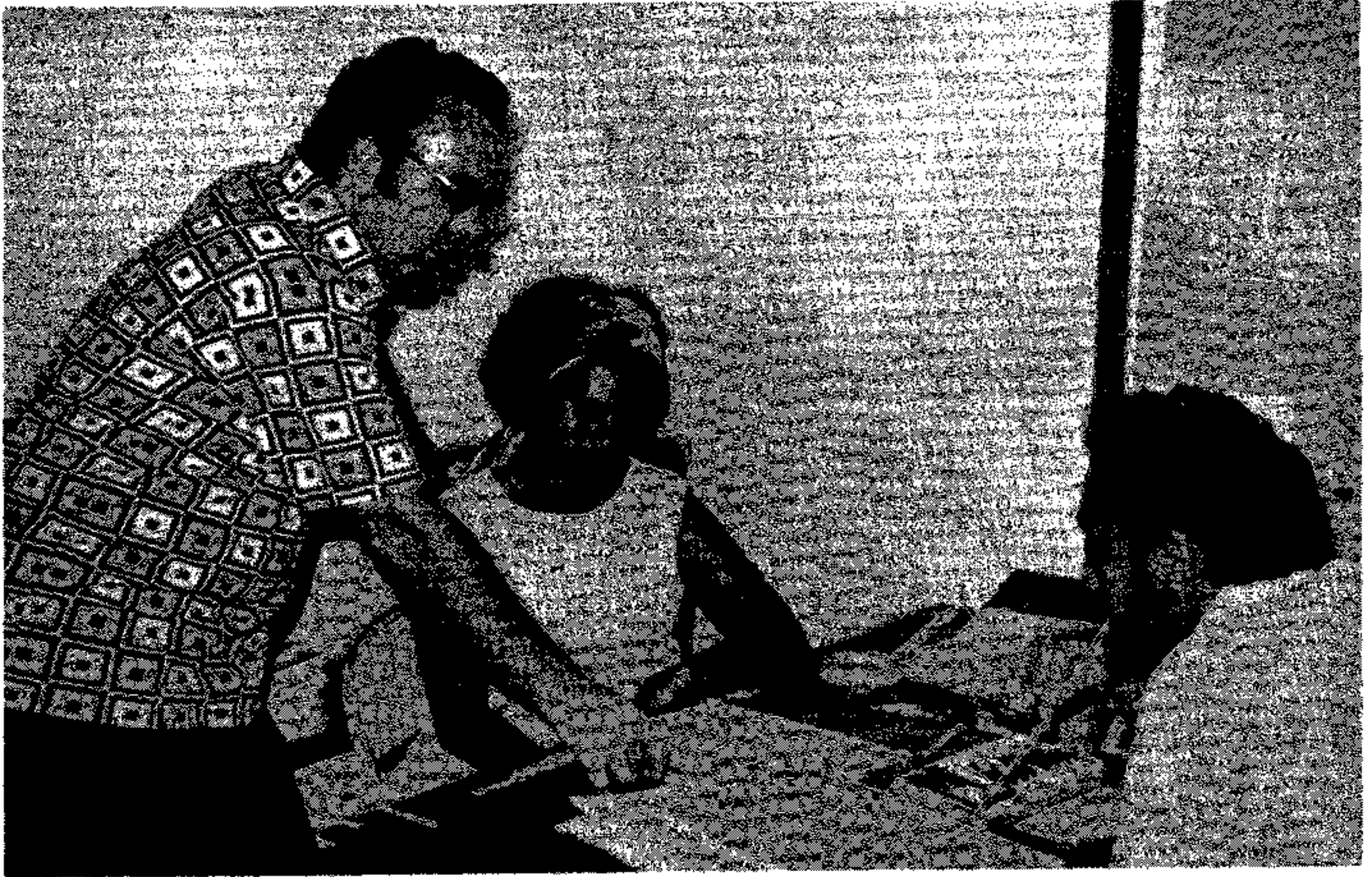
You find yourself talking too much.

Alice C. Pack

Curtis Fawson, Director of the BYU–HC Learning Resource Center, works with local teachers in Suva, Fiji planning a media center for the L.D.S. primary school.

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