

# TESL

# REPORTER

Published by:

English Language Institute

The Church College of Hawaii

Teaching English as a Second Language

Vol. 7, No. 3

Laie, Hawaii

Spring 1974

## **CCH SEMINAR INTERCULTURAL COMMUNICATION: A SHORT COURSE IN HUMAN AWARENESS**

*by Kenneth Eugene Mann*

Foreign students in the United States encounter a number of difficulties because of the cultural differences that they find. These difficulties range from cultural shock to total communication failure. Since the student body at the Church College of Hawaii consists of about 50% foreign students, intercultural communication is of prime concern on campus. On March 28, 1974, the first Intercultural Communication Seminar was held, exploring some of the problems, anxieties, and frustrations experi-

enced by the foreign students at the Church College of Hawaii. The participants of the Seminar took part in exciting discussions in which intellectually stimulating ideas were shared, resulting in an increased awareness for peoples of other cultures.

Dr. Peter Strevens, well known writer and professor of Applied Linguistics, served as the guest speaker for the Seminar. Dr. Larry Smith of the Cultural Learning Institute at the East-West Center in Honolulu introduced Professor Strevens. Other speakers, panelists, participants, and observers were administrators, faculty, and students at the Church College of Hawaii. The purpose of the Seminar was "to help meet the needs" of those "who might benefit from the accumulated experience and skills" of people who have specialized in the area of intercultural communication.

The barriers to intercultural communication are widespread and varied. Even though they are somewhat easy to identify, the barriers are difficult to bridge. Solutions are frequently a long time in coming because human behavior is somewhat whimsical. In addition, a particular solution will not solve all intercultural communication problems of a similar type. There is also the problem involving cultural traditions. Since culture is the man made part of the environment and is learned, ethnocentrism plays an extremely prominent role and may even become a barrier to communication. People do things in

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that is the "correct" way to do them. Professor Stevens pointed out "that because society X does something one way and society Y does things another way, that of course does not mean that X is better or worse than Y."<sup>1</sup> In fact, he warned that one of the most "difficult things to stop doing is making value judgments about other people's cultures."<sup>2</sup> People need to recognize that cultures differ in standards of beauty, values, and attitudes. The successful intercultural communicator realizes that "all cultures have traditional values that have been institutionalized, and knows something about those values."<sup>3</sup> He must also keep in mind that "All cultures are valuable. No culture is inheritantly

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**Dr. Mann, who received his Ph. D. in Speech-Communication from Indiana University, has taught at Purdue and Indiana Universities and has published several articles concerning Intercultural Communication.**

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superior to any other. They are all different."<sup>4</sup> As a result, each culture has something that it can contribute, something about which other societies can learn and by which others can be enriched.

As communication technology continues to be developed, the peoples of the world are coming more in contact with each other. Thus, the problems of intercultural communication are real and are "becoming increasingly important as the world shrinks."<sup>5</sup> The conditions in this world, with the ever present threat of war in various parts of the globe, makes the need critical for "renewed and constructive dialogue, reasoned discourse among and between cultures, nations, and the accumulated experience and skills" of peoples."<sup>6</sup>

<sup>1</sup> Speech of Peter Stevens, *Intercultural Communication Seminar, Church College of Hawaii, Laie, Hawaii, March 28, 1974.*

<sup>2</sup> Stevens

<sup>3</sup> Larry Samovar and Richard Porter, *Intercultural Communication, A Reader*, Belmont: Wadsworth Publishing Co., Inc., 1972, 35.

<sup>4</sup> Stevens

<sup>5</sup> Stevens

<sup>6</sup> L.S. Harms, *Intercultural Communication*, New York: Harper and Row, Publishers, 1973, 2.

It is essential for anyone involved in communicating on an intercultural basis to remember that "communication and culture are intertwined at almost every point."<sup>7</sup> It is impossible to separate them. When an individual converses with someone of another society, he must find the common frames of reference or face the reality of failure in his communicative attempts. The situation is eased somewhat if both individuals are aware of the additional barriers that are present when each comes from a different culture. However, that is an extremely idealistic situation that rarely is reality. Most communicative attempts of the former type are doomed to failure almost from the beginning.

The more an individual knows and understands about a culture, the more likely he will be able to talk to someone of that culture without offending him. However, it is essential to "remember that cultural beliefs are not immutable. They may and very often do change and in differing rates."<sup>8</sup>

The learning of the language broadens our cultural experience. In fact, Dr. Stevens explained, "Multi-lingualism means, to some extent at least, multi-culturalism."<sup>9</sup> But learning the language is not always possible or even practical.

The process of communication is not simple. That process is influenced, made more difficult or easy, by any number of factors. When people from the same culture talk to each other, "they do it on the basis of shared cultural beliefs."<sup>10</sup> Anytime individuals communicate, orally or in writing, they convey information about themselves, their purposes for communicating, the degree of formality and informality, and the social relationships that exist. Each time another element is present in the communication process, the communicative attempt becomes more difficult. The intercultural situation is merely one additional factor that complicates the communicative process. It is necessary to keep in mind that when an individual operates according to one set of cultural values and his foreign friend operates under a quite different set of cultural traditions and values, problems will almost

<sup>7</sup> Michael H. Prosser, *Intercommunication Among Nations and Peoples*, New York: Harper and Row, Publishers, 1973, x.

<sup>8</sup> Stevens

<sup>9</sup> Stevens

<sup>10</sup> Stevens

(continued on page 12)



# THE TENSE CARRIER IN TWO KINDS OF WH-SENTENCES

by Yao Shen

The significance of the positional relation of the tense carrier to the subject of the sentence in the formation of simple affirmative sentences, simple negative sentences, and tag-questions has been demonstrated in two previous articles (*TESL Reporter*, Vol. 7, No. 1 and No. 2). This same relation is significant in still another group of sentences which are the wh-sentences. Each of these sentences begins with a wh- word. The two kinds of wh-sentences under study are the wh-questions and the wh-statements. In each case, the

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Yao Shen is a former contributor to this journal. She is a professor in the Department of English at the University of Hawaii, and an author of over 90 publications in 12 countries.

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wh- word occurs in the predicate of the sentence; and because of that, the wh- words included are: *what*, *who(m)*, *whose*, *which*, *where*, *when*, *why*, and *how*; *who*, which occurs as the subject of the sentence is excluded. Examples used are affirmative sentences.

A wh- question is formed in two steps. The first one is the formation of a simple yes-no question distinctive by the tense carrier (T) occurring before the subject (S) of the sentence, T+S.

	T	+	S	
a.	Is		John	studying?
b.	Was		Mary	leaving?
c.	Has		Paul	been teaching?
d.	Is		Alice	reading?
e.	Can		Joe	find the answer?
f.	Will		Mark	tell you?
g.	Would		Bob	have to know?
h.	Was		Pat	informed?

The second step is the occurrence of a wh- word before the yes-no question, Wh+T+S.

	Wh-	+	T	+	S	
a.	What		is		John	studying?
b.	Who(m)		was		Mary	leaving?
c.	Whose(class)		has		Paul	been teaching?
d.	Which(book)		is		Alice	reading?
e.	Where		can		Joe	find the answer?
f.	When		will		Mark	tell you?
g.	Why		would		Bob	have to know?
h.	How		was		Pat	informed?

A wh- statement is also formed in two steps. The first one is the formation of a simple statement distinctive by the tense carrier occurring after the subject of the sentence, S+T.

	S	+	T	
a.	John		is	studying.
b.	Mary		was	leaving.
c.	Paul		has	been teaching.
d.	Alice		is	reading.
e.	Joe		can	find the answer.
f.	Mark		will	tell you.
g.	Bob		would	have to know.
h.	Pat		was	informed.

The second step is the occurrence of a wh- word before the statement, Wh+S+T.

	Wh-	+	T	+	S	
	When		will		they	know something?
	Wh-	+	S	+	T	
a.	What		John	is	studying	
b.	Who(m)		Mary	was	leaving	
c.	Whose(class)		Paul	has	been teaching	
d.	Which(book)		Alice	is	reading	
e.	Where		Joe	can	find the answer	
f.	When		Mark	will	tell you	
g.	Why		Bob	would	have to know	
h.	How		Pat	was	informed	

The two kinds of wh- sentences differ from each other in two ways. First, they are distinctive according to the position of the tense carrier, that is, whether it precedes or follows the subject of the sentence.

(continued on page 8)

# TEACHING GRAMMAR THROUGH GAMES

by Duane Hurst

In teaching Thai to native English speakers for the past two years, I have become aware of various difficulties which a second language presents. One prevalent problem is getting students to avoid injection of English grammar into the Thai. I also notice a similar obstacle is experienced by the Thais learning English.

Since the challenge has and still does exist, I offer several exercises which, though they may be classified as games, are designed to stimulate individual confidence and initiative, by a means of student evaluation, and most important, aid in rapid, accurate use of grammatical patterns of a second language.

First, I will list and explain the Thai games I use. These will be followed by a section dealing with modification of the game's principle to suit English patterns.

One cardinal rule must be observed: Grammar patterns must be taught before

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**Duane Hurst, senior BATESL major at CCH, has taught Thai and English classes during the past two years.**

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any variation of the games are played!

A few ingredients are essential in producing an enjoyable and beneficial learning experience. They include:

1. Syntax or the grammatical patterns to be taught.
2. Teams or players: variations but never more than four per team.
3. Points: 5 if correct, -1 if wrong or not attempted. (may vary)
4. Time: start at 25 seconds and decrease to 10-15 seconds per pattern sentence.
5. Material: blank cards for writing down patterns, a blackboard and chalk for group games.
6. Purpose: To stimulate rapid thinking and correct sentence building in the target language and become familiar with the new grammar without reverting to native styles.

## Writing Practice

Intended for evaluating and strengthening mastery of two or more grammatical patterns.

Teams of 2 or 3 students per team are seated

in one row about six feet from a blackboard which is equipped with two erasers and at least two sticks of chalk. Draw a line down the center of the board.

At the top of the board write one grammatical pattern and write a different pattern on the other side of the board. Patterns should be abbreviated with symbols which are familiar to the students, for example:

T S O V\*

An example of this sentence pattern would be:

/wəi'ni· p'hom' thā-n' sǎb' pərod'/

"Today I eat pineapple."

Example:

S V O A\*

/k'ha'w thā-n' sǎb' pərod' si· kh'io·/#

"He ate a green pineapple."

Once the instructor has written the two separate patterns on the board, he calls a student from each team to write a sentence following the pattern on his side of the board. A limited lexicon is desired, this

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

\*T = time (today, now, next month, etc.)

S = subject (I, boy, he, book, etc.)

V = verb (speak, eat, walk, grab, etc.)

O = object (pineapple, ball, English, him, etc.)

A = adjective (delicious, large, white, torn, etc.)

# Thai has five tones (arrow indicates pitch): mid , low , falling , high , and rising . Actually, there are two allotones in high position—the high  and a high rising . The  is found only with short vocoids, whereas the  is found only with long (a held sound) vocoids. Examples: /máy/ = a question particle, /máy·/ = wood.

should be given before the beginning of the game. Students are told that they have 25 seconds in which to complete the pattern sentence; all sentences must follow the given pattern, be spelled correctly, and include the proper tonal symbols. Timing starts as soon as students are called.

I have been using this game for three months with groups of students and in each case observe that every student complains that 25 seconds is not enough time to complete a pattern sentence; however, after only three or four team turns, each student is able to accomplish a complete and correct sentence within this time limit. The time limit is reduced to 15 seconds per pattern after about five minutes of play. Students become extremely conscious of this time limitation.

I have found that:

1. Students adjust to the time element within minutes. One reason is because I merely smile at their complaints and keep the game going. They realize the only way to beat the other team and the clock too is to think and work, not only faster but also correctly.
2. Understanding of Thai patterns becomes well founded in one session, and students are confident in using the patterns outside the classroom. Exposure to and re-exposure to Thai patterns soon replaces initial attempts to incorporate English patterns into the new language.
3. Students gain greater speed and adaptability with continued practice.
4. Students enjoy studying by means of this and other pattern learning games. Previous to these new activities, the students were frequently drowsy since the class period was just after lunch and during the hottest time of the day. Since the use of these games, they remain alert as they actively participate.
5. The game becomes dull with repetition. To avoid this, a few unexpected twists are suggested:

a. Unpredictably alternate sides of the board which team member use, such as:

turn 1: team A      team B  
           S V O A      T S V O  
 turn 2: team B      team A  
           S V O A      T S V O

b. Present new patterns once the students can manipulate the first.

Example:

turn 1: team A      team B  
           S V O A      T S V O  
 turn 2: team A      team B  
           T S V ?      S A V O  
 turn 3: team A      team B  
           S V O A T      T S V O ?

(? = a Thai question particle such as /máy/ or /dây máy/)

c. Combine both a and b.

turn 1: team A      team B  
           S V O ?      T S V ?  
 turn 2: team B      team A  
           S A V O A      S V O T ?  
 turn 3: team A      team B  
           S A V O A      S V O T ?

In addition, a substitute lexicon may be used. 6. Giving points to the teams increases interest in the game. I give five points if the sentence follows the given pattern, is correctly spelled, and contains all the right tonal symbols; if even one error is made, the whole sentence is considered wrong. The reason for this is that one wrong tone or pronunciation can create a completely different meaning.

Examples:

/k<sup>h</sup>aw yu· glay ba·n<sup>h</sup> phom<sup>h</sup>/

Intended: He lives near my home.

/k<sup>h</sup>aw yu· glay ba·n<sup>h</sup> phom<sup>h</sup>/

One mistake: He lives far from my home.

The team receives a minus point if no answer or only a fragment is given. This way students are encouraged to at least try to produce a sentence.

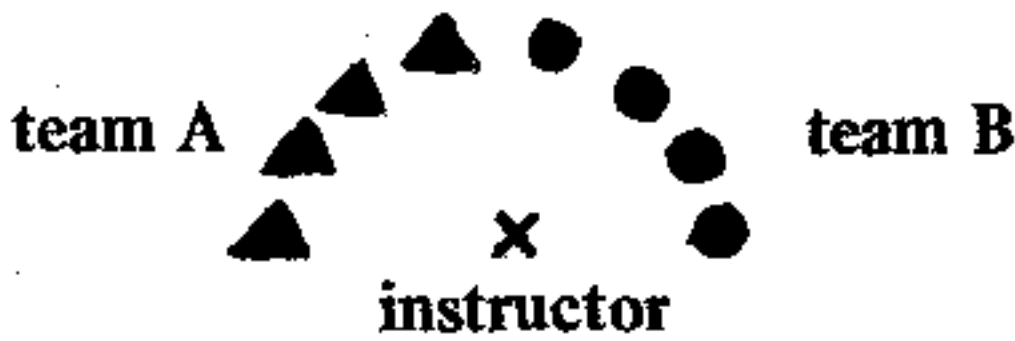


Adjusting for a large class, a tournament may be organized with several groups operating simultaneously.

### Oral Production

The purpose of this oral exercise is to condition students to grammatical patterns in the second language. The student must answer rapidly—this necessitates thinking in the second language (a reflection of learned patterns.)

Teams of two to four students each are seated in a semi-circle as shown.



The instructor has a list of sentences which comply with one specific sentence pattern. (Different patterns can be taught or reviewed if there is time, a desire to do so, or if students show a firm grasp of mastering the pattern.) The pattern to be used is explained before the game begins. (With advanced students, no explanation is necessary.)

A question is read in English and then a student is called to give the Thai pattern equivalent. Careful selection of the lexicon is necessary so that sentences include only words which students have been taught.

The team may act as a panel in discussing among themselves what the correct answer is; however, since time is severely limited, it is unlikely much discussion will occur. The team member who receives the directed question must answer, even if other team mates supplied the answer to him.

Two examples of confusing sentence patterns are:

noun /pən\*/ N                      N A

(predicate nominative)(predicate adjective)

/pʰóm\* pən\* khon\*/              /pʰóm\* di·/

I am a person.              I am good.

(The word /pən\*/ determines whether the pattern is a predicate nominative or adjective.) If a student said /pʰóm\* pən\* di·/, it would have no meaning. /pʰóm\* khon\*/ would make /khon\*/, a noun, become an adjective which would also have no meaning. These two patterns are often confusing to native English speakers. However, my students, after playing the pattern games, use them correctly.

Oral exercises require less time than writing; allot 15 seconds per turn for the first five minutes. The students will adjust to the pace and after five minutes, answers should be required within 10 seconds.

Five points are given if the answer is correct in pronunciation, tones, and translation of idea. A minus point is given if an error is made or if the team fails to answer. There are no "passed" questions.

If team A fails to answer correctly, team B can answer and scores 3 points if correctly answered and a minus 2 if wrong. No penalty is given if a team chooses not to use the second answer option.

The following variations of Written and Oral games may be used for both large and small classes with instructor supervision.

### Writing Practice

#### 1. Two persons. (dyad)

- Both will write 5 patterns on cards—one pattern per card. One or more patterns may be reviewed. Shuffle the cards to avoid boredom.
- One student flashes a pattern, the other has 15 seconds to write a sentence based on the revealed pattern.
- Other patterns may be added as time allows or as student ability dictates.
- Points: 5 if correct, -2 if wrong.

#### 2. Individual testing.

The student will make a set of 20 grammatical pattern cards—some should be duplicates. Shuffle them and write a sentence based on the pattern within 15 seconds.

### Oral Production

#### 1. Two persons. (dyad)

- Both will list 5 sentences for each desired pattern to be reviewed.
- One student will read an English sentence, the other will answer correctly within 10 seconds—tones and pronunciation are important.
- Pattern changes are announced before giving the accompanying sentence. Advanced students are not warned about change of patterns.
- Points: 5 if correct, -2 if wrong.

#### 2. Individual testing.

The student will have a set of 20 sentences which may follow one or more patterns. Sentences are on cards; the cards are shuffled and he has 10 seconds to translate. Answers are on the back of each card.

If the instructor elects to use the dyads he

will be free to wander around the room listening to each couple. This will also serve as a means of evaluation. Students should change companions after 10 minutes of review, thus avoiding boredom and becoming used to the same companion.

These activities are adaptable to learning any language. Listed are a few English patterns which may be taught by using these games.

Teaching the use of definite and indefinite articles.

1. Rules follow those of the Thai games as concerning teams, time, points, and procedure.
2. Several patterns: ID = indefinite article  
DA = definite article Wh? = a WH form question.

ID S V DA O  
A boy ate the orange

T DA S V ID O  
Yesterday the girl saw an orange.

Wh? V DA O  
Who saw the hat?

Wh? V ID O  
Why eat a cookie?

ID A S V DA O  
An old hat struck the lady.

DA S V DA A O  
The horse kicked the small boy.

Shorter patterns (for beginners)

ID S V  
A man walks.

DA S V  
The dog barked.

DA S V T  
The girl came today.

T ID S V  
Friday a friend smiled.

For testing purposes a cloze test\* may be given as a follow up exercise on any pattern taught.

Obviously, I have only scratched the surface of the pattern possibilities in teaching English. Patterns using verb tenses, plurals, possession, questions, etc. may be taught, focusing on any area where students have difficulty.

I challenge teachers to test these activities; I find them successful.

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\*See "Cloze Testing and Procedure." *TESL REPORTER*, vol. 6, no. 2. p. 1,2. Winter 1974.

## TESL REPORTER

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

Editor . . . . . Alice C. Pack  
Staff . . . . . Api Hemi  
Michael Foley  
William Gallagher  
Carol Gutzeit

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 96762. Manuscripts should be double-spaced and typed, not exceeding six pages.

## MORE VERB HELPS

The next issue of the *TESL Reporter* (Vol. 7 No. 4 Summer 1974) will have students' guides to the use of verb forms in English, concluding the series of *How Verbs Function in English*.

Prior articles include:

"The Functions of *BE* in English"  
(Vol. 7 No. 1, Fall 1973).

"The Functions of *HAVE* in English"  
(Vol. 6 No. 2, Winter 1974).

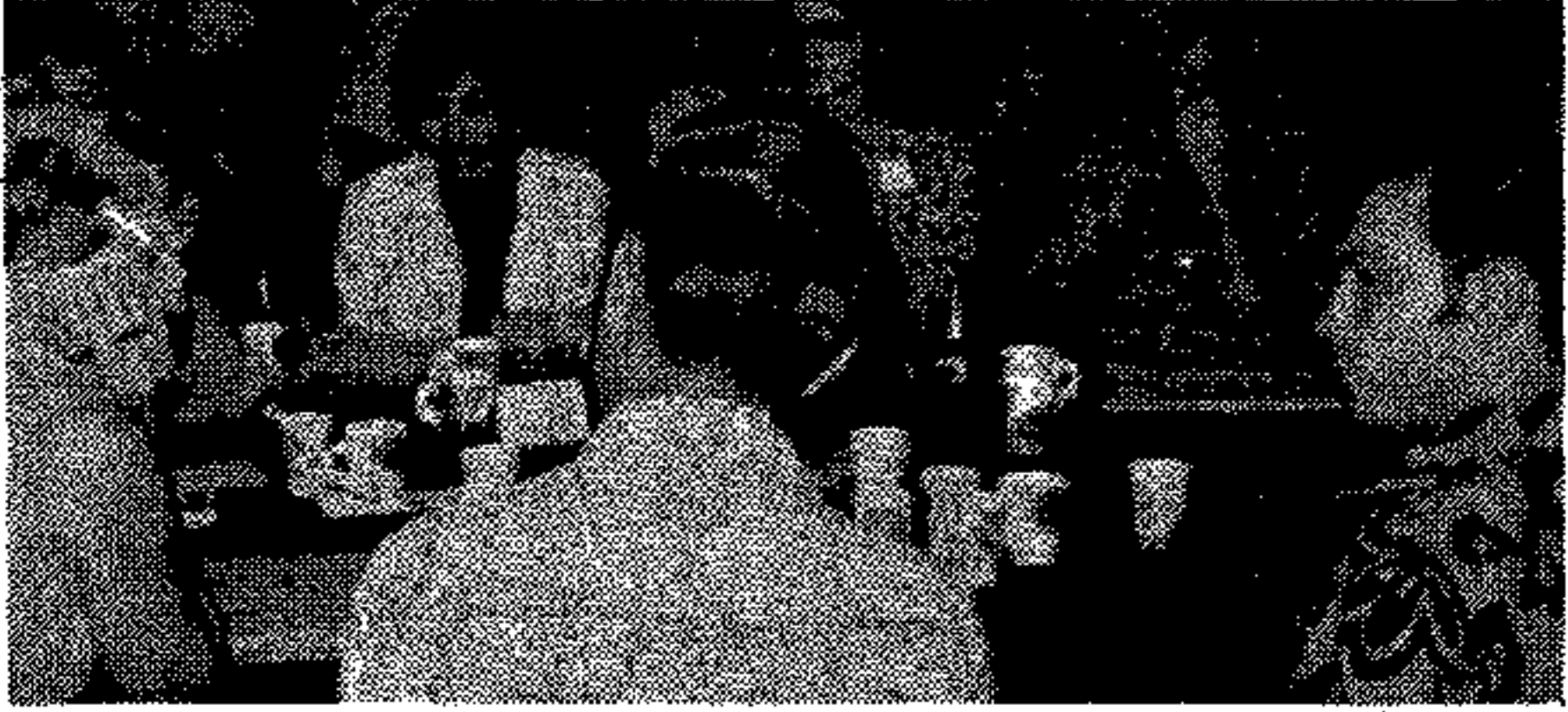
"The Functions of *DO* in English"  
(Vol. 6 No. 3, Spring 1974).

"The Functions of *CAN* and *WILL* in English"  
(Vol. 6 No. 3, Spring 1974)

# HCTE TESOL ROUNDTABLE

CCH BATESL Majors participated with elementary, secondary and college teachers from the State of Hawaii in the HCTE TESOL Roundtable held April 27, 1974, at the Princess Kaiulani Hotel in Honolulu.

The program was under the direction of HCTE Executive Secretary Charles H. Blatchford, University of Hawaii and Mrs. Wilma Oksendahl, Central Division TESOL supervisor, was chairman of the program.



Stan Koki, program specialist for English for the Hawaii Department of Education (center), discussing TESL problems with Dr. Jay Fox, CCH (right), Dr. Ruth Crymes, University of Hawaii, and other interested teachers and students.



Roundtable discussions continued during lunch.



Students and teachers participate in TESL roundtable discussions.



# TENSE CARRIER IN WH- SENTENCES

(continued from page 3)

Second, a wh- statement normally occurs as a constituent sentence embedded in a matrix sentence that may be either a statement or a question. In the following two examples, each matrix sentence in which the wh- statements are embedded is a statement, S + T. In the first example, the wh- statements are the subject of the matrix sentence, in the second, the object.

Example 1.

S		+ T	
Something		would be recorded.	
Wh-	+ S	+ T	
a. What	John	is	studying
b. Who(m)	Mary	was	leaving
c. Whose (class)	Paul	has	been teaching
d. Which (book)	Alice	is	reading
e. Where	Joe	can	find the answer
f. When	Mark	will	tell you
g. Why	Bob	would	have to know
h. How	Pat	was	informed

Example 2.

S		+ T	
They		will know something.	
Wh-	+ S	+ T	
a. What	John	is	studying
b. Who(m)	Mary	was	leaving
c. Whose (class)	Paul	has	been teaching
d. Which (book)	Alice	is	reading
e. Where	Joe	can	find the answer
f. When	Mark	will	tell you
g. Why	Bob	would	have to know
h. How	Pat	was	informed

A wh- statement may be embedded in a matrix sentence that is either a simple yes-no question or a wh- question. In the following two examples the wh- statements are embedded in yes-no questions, T + S.

Example 1.

T		+ S	
Would		something be recorded?	
Wh-	+ S	+ T	
a. What	John	is	studying
b. Who(m)	Mary	was	leaving
c. Whose (class)	Paul	has	been teaching
d. Which (book)	Alice	is	reading
e. Where	Joe	can	find the answer
f. When	Mark	will	tell you
g. Why	Bob	would	have to know
h. How	Pat	was	informed

Example 2.

T		+ S	
Will		they know something?	
Wh-	+ S	+ T	
a. What	John	is	studying
b. Who(m)	Mary	was	leaving
c. Whose (class)	Paul	has	been teaching
d. Which (book)	Alice	is	reading
e. Where	Joe	can	find the answer
f. When	Mark	will	tell you
g. Why	Bob	would	have to know
h. How	Pat	was	informed

In the following two examples the wh- statement are embedded in wh- questions, Wh + T + S.

Example 1.

Wh-	+ T	+ S	
Why	would	something be recorded?	
Wh-	+ S	+ T	
a. What	John	is	studying
b. Who(m)	Mary	was	leaving
c. Whose (class)	Paul	has	been teaching
d. Which (book)	Alice	is	reading
e. Where	Joe	can	find the answer
f. When	Mark	will	tell you
g. Why	Bob	would	have to know
h. How	Pat	was	informed

Example 2.

Wh-	+ T	+ S	
When	will	they know something?	
Wh-	+ S	+ T	
a. What	John	is	studying
b. Who(m)	Mary	was	leaving
c. Whose (class)	Paul	has	been teaching
d. Which (book)	Alice	is	reading
e. Where	Joe	can	find the answer
f. When	Mark	will	tell you
g. Why	Bob	would	have to know
h. How	Pat	was	informed

Only affirmative wh- sentences are used here; negative ones are not. The reason is that the positional relation of the tense carrier and the subject of the sentence that distinguishes an affirmative wh- question and an affirmative wh- statement is the same as that which distinguishes a simple affirmative (yes-no) question and a simple

affirmative statement; the difference between each set of sentences is the presence and absence of the initial wh- word. This is similar to saying that a wh- sentence is one that begins with a wh- word. In the case of an affirmative wh- question, a wh- word precedes a simple affirmative question; in the case of an affirmative wh- statement, a wh- word precedes a simple affirmative statement.

	Without wh-	
Question	T + S	
Statement	S + T	

	With wh-	
Question	Wh- + T + S	
Statement	Wh- + S + T	

In the formation of a simple negative sentence, question or statement, the syntactic relation of the negative indicator, *not* or *n't*, is with the tense carrier. Neither *not* nor *n't* precedes the tense carrier; it follows it, though not always successively. The formation of a simple negative sentence, question or statement, is the same as that of a simple affirmative one; the difference between each set of sentences is the presence or absence of the negative indicator, *neg*.

#### Affirmative

Question	T + neg + S	
Statement	S + T	

#### Negative

Question	neg + T + S	
Statement	S + T + neg	

In the case of a negative wh- question, a wh- word precedes a simple negative (yes-no) question; in the case of a negative wh- statement, a wh- word precedes a simple negative statement.

	Without wh-	
Question	T + neg + S	
Statement	S + T + neg	

	With wh-	
Question	Wh- + T + neg + S	
Statement	Wh- + S + T + neg	

A negative wh- sentence, question or statement, can also be said to be formed the same way as an affirmative wh- one is; the difference between each set of sentences is the presence and absence of the negative indicator.

	<i>Affirmative</i>	
Question	Wh- + T + S	
Statement	Wh- + S + T	
	<i>Negative</i>	
Question	Wh- + T + neg + S	
Statement	Wh- + S + T + neg	

The following summarizes the formation of wh- sentences, question or statement, affirmative or negative. Each wh- sentence finds its base in an affirmative sentence without wh-.

	Without wh-	
<i>Affirmative:</i>		
Question	T + S	
Statement	S + T	
<i>Negative</i>		
Question	T + neg + S	
Statement	S + T + neg	

	With wh-	
<i>Affirmative</i>		
Question	Wh- + T + S	
Statement	Wh- + S + T	
<i>Negative</i>		
Question	Wh- + T + neg + S	
Statement	Wh- + S + T + neg	

Regardless of whether a wh- sentence is affirmative or negative, the feature that distinguishes the two kinds of wh- sentences with the wh- word in the predicate (and that is also our focus of attention in this article) is the positional relation of the tense carrier and the subject of the sentence.

It is that in a wh- question the tense carrier precedes the subject; in a wh- statement the tense carrier follows the subject.

Wh- + T + S = question
Wh- + S + T = statement

And this is the same relation that distinguishes simple affirmative sentences, simple negative sentences, and tag-questions.

#### References:

Yao Shen, "Supplementation of Opposites in Simple Predicate Expansion," *TESL Reporter*, Vol. 4, Nos. 1-4 (Fall, 1970-Summer, 1971).

Yao Shen, "Co-occurrence and Non-co-occurrence of Tense Carrier and Verb in Simple Predicates," *TESL Reporter*, Vol. 5, No. 3 (Spring, 1972), 6-7, 10.

Yao Shen, "Some Distinctions Among Four Grammatical Items in English," *The Hawaii Language Teacher*, Volume 15, Number 1 (March, 1973), 23-30.



# BOOK REVIEWS

Linda Ann Kunz and Robert R. Viscount, *Write Me a Ream*.  
Teachers College Press, Columbia University. 1973

62 pp. paperback

A book of controlled composition for adult education and Job Training students based on the writing of successive controlled steps originated by Gerald Dykstra and first introduced in the *Ananse Tales* by Dykstra, Port, and Port.

Although this book lists only twenty-six consecutive steps, each selection includes at least two and often up to seven different related changes, with often just one change for each, rather than one change repeated several times. Advanced students might be able to handle these numerous changes, but they could be confusing to beginning or untrained students. There are at least four selections for each step among the sixty

provided, some of which give a sample sentence for students to follow. It would be helpful to the student if each selection had examples, as some confusion might result from only directions. The teacher's handbook is excellent as it gives the rationale for the program and a step by step explanation for each exercise.

Teachers College Press has just announced additional publications of this nature in a series for grades 1 through 12. Hopefully these will move more slowly through the program and thus provide additional material at each step for students who may need the practice that the *Ananse Tales* and *Write Me a Ream* fail to provide.

Morton J. Gordon, *Speech Improvement, A Practical Guide for Native and Non-native Speakers of English*. Prentice-Hall, Inc. 1974. Price: \$10.95

An excellent reference book for ESL teachers with clear explanations and numerous examples and exercises for all the speech sounds of English. It provides all the necessary material for class or individual work on speech improvement, using minimal pairs in initial, medial and final position. Sentences and exercises for utilizing these sounds for discrimination and production are provided. Suggestions are also given for helping students who are using native replacements for the different English sounds. Diagnostic procedures are explained and

suggestions given for individualizing students' work. Both sentences for articulation testing and evaluation forms are provided.

This book, with its complete index, should prove invaluable to teachers who have had little or no phonetic training in English, but I would recommend it only for advanced, adult ESL students or beginning college level native speakers. If tapes were provided these students could work with a minimum of teacher guidance.

Alice C. Pack

## COMMUNICATION RIGHTS INFORMATION

Anyone who would like to be on a mailing list to receive information—possibly a year book and a newsletter (both are in process)—on the right of man to communicate in both the specific and very broad senses

is invited to send name and address to:

Dr. S. L. Harms  
Communication  
University of Hawaii  
Honolulu, Hawaii 96822



## SEMINAR IN INTERCULTURAL COMMUNICATION

(continued from page 2)

certainly arise. For understanding to take place, both individuals must be aware that "every aspect of an individual's life is touched by the ideas, the customs, and the beliefs of one society."<sup>11</sup> When a person functions in another culture or communicates with someone from another culture, he must change or discard some of his habits and methods of behaving or intercultural communication failure will likely occur. Perhaps, Sitaram best clarifies this idea, "Intercultural Communication does not take place in a vacuum."<sup>12</sup> The differences in cultural traditions and the variety of styles "is what makes intercultural communication both difficult and important."<sup>13</sup>

Dr. Strevens indicated that both verbal and non-verbal communication "is more delicate and more culturally loaded than we realize." This is true simply because "some of the most obvious beliefs of our own culture may turn out to be not at all obvious . . . to people of other cultures."<sup>14</sup> However, beliefs are not the only problem causing aspects of cultural traditions. Kinesics or body language is also an area that is not without difficulty. There is no such thing as universal meanings for gestures and body movement. Instead, a perfectly acceptable gesture in one society is a means of insulting someone in another. Sitaram substantiates this by explaining that "an effective communication symbol in one culture can be an obscene gesture in another."<sup>15</sup> The nature of communication between individuals of different societies is such that a person can commit such an offense quite innocently. He may still find himself in a precarious position if he uses the same communication gestures in Australia, for example, that proved successful in the United States.

<sup>11</sup> Strevens

<sup>12</sup> K.S. Sitaram, "What is Intercultural Communication," *Intercultural Communication, A Reader*, Larry Samovar and Richard Porter (eds), Belmont: Wadsworth Publishing Company, Inc., 1972, 23

<sup>13</sup> Harms, 5.

<sup>14</sup> Strevens

<sup>15</sup> Sitaram, 19.

It almost seems unavoidable that when individuals of different cultures communicate, "the existence of different ways and customs and attitudes come to the surface."<sup>16</sup> This often results in anger and hostility between all concerned. A natural consequence of anger and hostility is prejudice and discrimination. Teachers, at all levels, must especially be cautious and aware

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Professor Peter Strevens, (pictured at right) with a Ph.D. in French and German and work experience at the University of Ghana, West Africa, holds professorships at the University of Leeds, University of Edinburgh and most recently the University of Essex, where he is professor of Applied Linguistics, as well as Director of the Language Center.

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of the problems in this area.

Everyone has prejudices, but the research clearly substantiates that a person is not born with them. Prejudices emerge as the individual grows older. Dr. Ian Stevenson, a noted psychiatrist at the University of Virginia Medical School, explains that studies have shown "prejudice is slight or absent among children in the first and second grades. It increases thereafter." As we associate with other individuals, we are taught to look down on those that are different from us. "The job of the educated citizen," Dr. Strevens reasoned, "no matter where he lives or the society from which he comes, is to overcome his cultural prejudices."<sup>17</sup> Although reasoned discourse is essential, there is also the problem of attitude. The barriers of prejudice and discrimination will continue to plague mankind until we learn to be more kind and show forth charity toward all individuals, groups and peoples.

Perhaps one of the most effective means to bring about better communication and understanding among peoples and individuals of different cultures is to bring them together in workshops and training sessions. This has produced interesting (but predicted) results in a number of experimental studies

<sup>16</sup> Strevens

<sup>17</sup> Strevens





conducted across the United States. It seems that generally the better we get to know and understand a people, the more we lose our prejudices and hostile feelings toward them.

One of the greatest fallacies in reasoning that we make is that understanding each other occurs when we talk with each other. However, talking with someone cannot be equated with communicating with someone. This is especially true in an intercultural communication situation. It is extremely important that we come to realize that the peoples of the world (even when using a single language) do not speak alike. Even more important is the realization that we do not think alike either. Every culture and society "has its own modes of thought and its own selected areas which constitute the subject matter it chooses to think about."<sup>18</sup> In other words, every culture has its own value system by which it operates. It is the task of the educated person, according to

<sup>18</sup> Robert T. Oliver, *Culture and Communication*, Springfield: Charles C. Thomas, Publisher, 1962, xi.

<sup>19</sup> Strevens

Professor Strevens, to "realize that it is part of the nature of mankind to have different cultures and to accept this and not count a difference as being something to disdain."<sup>19</sup>

The purpose of the above article was to summarize (in essay form) many of the ideas expressed in the Intercultural Communication Seminar at the Church College of Hawaii on March 28, 1974. Many of the ideas are supported by comments of prominent writers in the area of intercultural communication. A complete report of the Seminar, including the complete speech by Professor Peter Strevens, outlines of the workshops, and recommendations, is available upon request by writing Division of Communication and Language Arts, Church College of Hawaii, Laie, Hawaii, 96762. In order to help defray the cost of printing and postage please send \$1.00 with your request for the Seminar Report. Allow six weeks for delivery.

# THE FUNCTIONS OF DO IN ENGLISH

by Alice C. Pack

Present forms		Past forms	
He (She, It)	does	He (She, It)	did
I (You, We, They)	do	I (you, We, They)	did

## I. As a main verb (must be followed by an object or modifier 2).

Subject	Verb	Object	Modifier 2
I	did	it.	
She	did	the dishes.	
He	does		well in school.
They	did	the lessons.	
He	did	his work.	
You	did		well.

## II. As an auxiliary (base form of verb follows do).

### A. for emphasis (pronunciation accents the emphatic auxiliary)

Subject	Auxiliary DO	Verb	Object	Modifier 2
I	did	do	it.	
He	does	believe	it.	
We	did	do	our work.	
You	did	do		well.

### B. with negative NOT (*not* is usually contracted to *n't*)

Subject	DO with NOT	Verb	Object	Modifier 2
I	didn't	do	it.	
He	doesn't	believe	it.	
We	didn't	do	our work.	
They	didn't	go.		
I	don't	remember.		
She	doesn't	live		here.
You	didn't	do		well.

### C. with questions (positioned before the subject)

Do	Subject	Verb	Object	Modifier 2
Did	he	do	it?	
Does	he	believe	it?	
Do	you	remember?		
Does	she	live		here?
Did	they	do	their work?	
Did	you	do		well?
Did	it	come?		



## III.-A. DO in combination with modals and/or the auxiliaries HAVE and BE.

Subject	Modal	Auxiliary HAVE	Auxiliary BE	Verb	
They	can			do	better.
She		has		done	her work.
He	could	have		done	his work.
He			was	doing	his work.
They	must		be	doing	their work.
You	should	have	been	doing	your work.

## B. Passive Construction.

Subject	Modal	Auxiliary HAVE	Auxiliary BE	Passive BE	Verb
The work				was	done.
The work	could			be	done.
The work		has		been	done.
The work	should	have		been	done.
The work			was	being	done.
The work	should		be	being	done now.
The work	could	have	been	being	done right now

# THE FUNCTIONS OF CAN AND WILL IN ENGLISH

by Alice Pack

## I. As main verbs (must have objects).

Subject	Verb	Object
I	can	vegetables.
She	cans	fruit.
The dairy	cans	milk.
He	willed	his property to his son.
She	is willing	everything to charity.

## II. As modals (must be followed by a main verb).

Subject	Modal	Verb	
I	can	go.	
She	can	can	fruit.
He	can	drive	a car.
They	can	dance.	
He	can	will	his property to anyone.
He	will	go.	
She	will	can	the fruit.
They	will	will	their property to the school.
They	will	come	tomorrow.

## III. As count nouns. (Singular form must have a determiner).

(Subject)	The can was empty.
(Subject)	The can is rusty.
(Object)	He put some sand in the can.
(Object)	I like these new cans.
(Subject)	The will is invalid.
(Object)	She made a will.

# CCH NAME CHANGE -- NOW BRIGHAM YOUNG UNIVERSITY, HAWAII CAMPUS

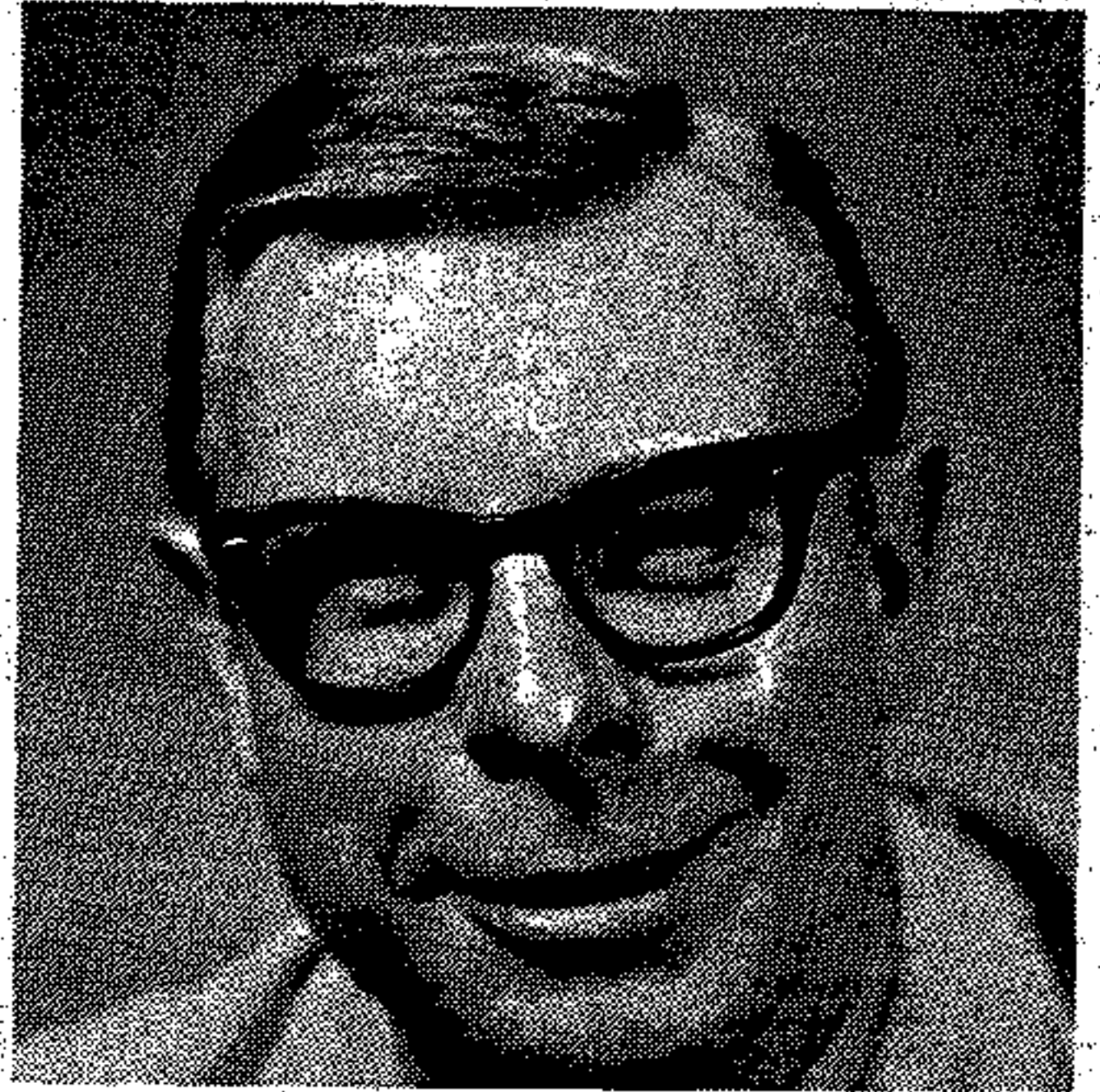
On April 12, 1974 the Board of Trustees of the Church of Jesus Christ of Latter-day Saints and CCH's president Dr. Stephen L. Brower jointly announced that the Church College of Hawaii will be renamed Brigham Young University: Hawaii Campus.

The name change represents a step toward strengthening and consolidating the academic programs and goals of Church College rather than a change of direction.

Among factors listed as influencing this change is that people of many countries in Asia and the South Pacific consider the word "college" to signify a high-school level institution.

The affiliation with the Brigham Young University will also make the resources of the Y's 25,000 student body campus more readily available to our Hawaii institution.

No changes are planned on editorial policy or format for the *TESL Reporter*.



Dr. Dan W. Andersen, former Dean of Instruction at CCH, will head the new Brigham Young University: Hawaii Campus.

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