CACHE-ING IN ON VOCABULARY

by Jeffrey Butler

A common problem for ESL teachers is how to teach vocabulary so that students will remember and use the words correctly. Even when a student has mastered the meanings attached to a new list of words, he often uses them in improper contexts or forgets to change their forms when necessary while writing them.

This semester a few of us who are teaching an advanced ESL writing course are trying an approach for teaching vocabulary

with which we are pleased. We call it a Word Cache, and it is both simple and organic.

We begin the Word Cache in class by listing a general topic on the blackboard. The topic we select is always a single word, like "weather," and generally originates from readings within the students' writing text. For the next four or five minutes after the topic word is presented, students write down as many words as they can think of which relate to the topic word. They are allowed to use the dictionary if they wish, and some students even talk to each other as a way of generating topic-related words.

When time is called, we ask students to share with the class those they consider to be the "best" words from their lists. As we call on students who have volunteered to respond, we write some, but not all of the words on the board. We try to list about ten good content words, many of which may be unfamiliar to the class as a whole. We then review each of these words, talking about both their meanings and about how they can be used in sentences.

The next step is to expand the word list by writing each word in as many of its content word forms (nouns, verbs, adjectives, and adverbs) as possible. Some words, like "gale," or "typhoon," may only be written as nouns or adjectives, while other words, such as "humid," or "temperate," may be expanded to three or four content forms. We ask the students to fill in the available form categories for each word, and frequently find them generating

ESL TEACHER TRAINING PROGRAMS

As part of a workshop in developing a curriculum for ESL teachers, "Establishing and Evaluating a Major/Minor Curriculum," given at the international TESOL convention in Boston on February 27th, teachers and administrators interested in teacher preparation recommended classes for specific teaching situations.

Participants were divided into different groups with two groups reporting on "Teachers for Pre-university Students." The only stipulation in recommending a curriculum was that (1) programs be realistic in considering the faculty of a university and (2) limit the course hour requirement from 30 to 45 on the undergraduate level and from 20 to 35 on the graduate level.

Some groups had very spirited discussions with a few members expressing reservations about the final concensus submitted by the group.

All groups—both on the undergraduate and graduate level—recommended a three hour basic class in linguistics. All also recommended a practicum in teaching in addition to methods and materials classes.

Following are the recommended courses submitted by the groups:

Group 1. An ESL teacher training program for those who will teach abroad. (an undergraduate or graduate program)

9	Methods
	a. techniques of teaching
	b. foreign language course
5	Practicum
	a. observation
	b. teaching
3	Grammar of English as a foreign language
2	Phonology
3	Materials: preparation, use, and adaptation
2	Education: theory and philosophy
2	Resource development
2	Cross cultural studies
3	Introduction to linguistics

31 hours

Group 2. An ESL teacher training program for those teaching pre-university courses. (a master's degree)

3	Methods and techniques
3	Curriculum and development (materials and texts)
3	Linguistics
3	Phonology
3	American university study skills
3	Teaching composition
3	Student teaching
	Master's thesis

24 hours plus the thesis

Group 3. An ESL teacher training program for those teaching pre-university courses (a master's degree)

3	Methods
3	Grammars of English
3	Language testing and evaluation
3	The English language
3	Materials development and evaluation
3	Practicum
3	Siminar in L2 aquisition/learning
3	Seminar in applied linguistics
6	Study of a non-Indo-European language

30 hours

Group 4. An ESL teacher training program for those who will teach on a secondary level (undergraduate or graduate program)

3	Phonetics
3	Linguistics
6	Methods and materials
3	Grammar
3	Testing
6	Practicum
3	Practicum seminar
3	History of the English language (elective)
3	Language acquisition

30 or 33 hours

CONTROLLING THE TEACHER:
A Listening Exercise

by I. S. P. Nation

Teaching listening often becomes testing listening because the spoken word is so transitory that it is gone before we can help our learners to perceive and comprehend it. The use of tape recorders gives learners some control over what they hear because they can stop the tape or play it back when they need to. The exercise described here is an attempt to turn the teacher into a flexible and intelligent tape recorder so that the learners gain control of the listening material. When the learners have this control, listening exercises can become learning exercises. Let us look first at an example of the exercise and then examine its features, possibilities, and benefits.

An Example of Controlled Listening

The teacher makes sure that the learners know the following sentences and if necessary writes them on the blackboard so that they can be seen during the exercise.

Stop please.

Please say the last word (sentence/

paragraph) again.

Speak more slowly please.

What was the word in front of *king*?

What is the meaning of *convince*?

How do you spell *apply*?

Then he tells the learners that he is going to read a passage aloud for them to listen to. He tells them that after they listen to the passage he will check their answers to some questions about the passage. The teacher gives the learners copies of the questions or writes the questions on the blackboard. He also tells the learners that at any time during the reading of the passage they can ask him to stop, read more slowly, repeat, go back to the beginning, spell a word, explain the meaning of a word, or read more quickly. Then, the learners look at the questions and listen. But, the teacher deliberately reads the first two sentences of the passage too quickly for the learners to follow. Then he stops and looks at the learners for instructions. When the teacher finally reaches the end of the passage and the learners have no further instructions for him, he asks the learners for the answers to the questions.

The purpose of the exercise is for the learners to take control of the delivery of the information. They do this by telling the teacher what to do—to slow down, repeat, explain and so on. In this way the exercise becomes a true learning exercise and not an excuse for a test. The most difficult part of the exercise for the teacher is encouraging the learners to control his presentation of the passage. The teacher can use several ways to force the learners to give him instructions.

I. The teacher deliberately reads too slowly, or too quickly.

II. After every sentence, two sentences, or paragraph, the teacher stops reading, and looks at the learners for further instructions.

III. The teacher asks certain learners questions like "Did you understand all of that?" "Do you want me to repeat?" "Can you answer the first seven questions now?" If the learners answer that they do not understand or that they want the teacher to repeat, then the teacher says "Well, please tell me what to do," and waits until the learners tell him.

IV. The learners know what questions they will have to answer when the teacher finishes reading and when they have no more instructions for him. So, this encourages the learners to ask the teacher to repeat, spell, explain and so on, so that they can answer the questions in the test. Encouraging the learners to control the teacher's reading is an amusing activity, but it is also extremely important.

Basically the exercise has these steps:

1. The teacher tells the learners what the test will be.

2. The teacher reads the material while the learners control the reading by asking the teacher to slow down, repeat, go back to the beginning, reread the part containing the answer to question 10, and so on.

3. When the teacher finishes the reading and there are no more instructions from the learners, the learners are tested. In the illustration given above, the test consists of the teacher checking the answers in the questions.

Now, let us look at the ways in which this exercise can be varied.

Variations

The teacher can read the passage several times, each time with a different purpose and thus with the learners seeking different information. The use of comprehension questions has already been discussed. The following variation draws attention to vocabulary. The teacher tells the learners that when he finishes reading the passage to them they will be asked a question like "What is the word that comes after *Copenhagen* in this sentence from the passage 'a man in Copenhagen advertised for a wife'?" The learners have to write the word correctly. Before they are given this test, the learners listen to the passage and ask the teacher to repeat or spell words. In fact they need to ask the teacher questions on the same pattern as those that will occur in the test, "What is the word after/in front of _____ ?" Although the learners know the type of test, they do not know what particular words will be tested. So, they should control the teacher's reading of the passage so that they are able to identify every word in the passage. The teacher can make this more demanding by telling the learners that if they ask him questions like "What is the word in front of _____ ?" he will just repeat the sentence containing the word, but they can also ask yes/no questions like "Is the last letter *t*?" "Is it plural or singular?" "Does it have five letters?" "Does it have the same

meaning as *argue*?" The learners can also ask yes/no questions like these during the test if they need to.

The test at the end of the controlled listening exercise can be:
1. a recognition and spelling test of words in the passage (as described above).
2. a multiple-choice or translation test of some of the vocabulary in the passage.
3. a sentence-repetition test where individual learners repeat sentences from the passage after the teacher says them.
4. a question and answer test (as described above).
5. a dictation test of part of the passage.
6. a sentence analysis test where the teacher says a sentence and the learners write the subject and verb.
7. a cloze test where the learners are given part of the passage with words missing.
8. a summary of the main ideas in the passage.

By having several different tests the teacher can gradually take the learners deeper and deeper into the passage. Each test requires a new controlled reading by the teacher with learners seeking different types of information. For example, for the first reading the teacher gives the learners two or three questions that just ask for the main ideas in the passage. Then the teacher reads the passage while the learners control him. When all the learners think that they have all the answers, the teacher then tests them by asking for the answers. Then the teacher gives the learners a list of more detailed questions. He reads the passage again while the learners give him instructions. Then he checks their answers. Then the teacher tells the learners that they will have to spell and give the meaning of some of the words in the passage. The teacher does not tell the learners which words will be tested. Then he reads the passage again while the learners control him and he tests them on certain words. Exercises on word recognition should probably follow rather than precede comprehension questions, so that the learners are used to looking for meaning even when they cannot catch some of the vocabulary.

The tests are easier for the learners if

BYU-HAWAII TESL MAJOR REVISION

by Eric B. Shumway

This article was written by Dr. Eric Shumway, Chairman of the Communications and Language Arts Division, in response to numerous requests about the new BATESL Major program at Brigham Young University - Hawaii Campus.

In 1967, when a bachelor's degree program in TESL (BATESL) was first conceived and implemented at Church College of Hawaii (becoming Brigham Young University - Hawaii Campus in 1974), it was met with cautious enthusiasm among those of longer established disciplines. Those in favor of the new undergraduate major felt it filled an unhappy void for students who wanted to learn the skills of the English language and to teach those skills to non-English speaking students. The traditional English major with its emphasis on literature did not fill that void. Soon, the new major was one of the most successful major programs on campus.

Over the years, the BA-level TESL major at BYU-Hawaii has not been changed substantially. But on January 23, 1979, the University Academic Planning Council approved a revision of the TESL major that strengthens it significantly and will prepare our TESL graduates better to compete in today's TESL professional opportunities.

Based on an analysis of our own survey of 500 TESL educators and employers world wide, and recognizing the recommendations from similar surveys, (TESOL, 1970 and Fanselow, 1978), this revision adds four new courses (Phonology, History of the English Language, a TESL Practicum course, and a senior seminar), reduces the required number of literature courses, and provides important modifications of existing courses. Finally, courses heretofore labeled as English courses are now given more appropriate Linguistics and TESL designations.

New TESL Major

LING 210   Introduction to Linguistics (3)
              What language is. A general introduction to the nature of language. This course is a prerequisite for Ling. 260, 310, 323, 331, and Eng. 421.

LING 260   Phonology (3)
              Phonetics and phonemics, phonetic alphabets, application of phonological theory to teaching/learning problems. (Prerequisites: Ling. 210 or consent of instructor).

LING 321   Grammar (5)
              Examination of syntactic theories of language, includes traditional grammar, structural grammar, tagmemics, transformational grammar, junction grammar, sector analysis, and their applications to teaching. Same as English 321. (Prerequisites: Ling. 210 or consent of instructor).

Teacher Training Programs

(continued from page 2)

Group 5. An ESL teacher training program for those teaching in transitional/bilingual education (undergraduate program)

3   Transitional/bilingual education (overview)
3   Psychology of learning
3   Philosophy of education
3   Theories of language learning
3   Introduction to linguistics
3   Methods of second language teaching
3   ESL materials
3   Cross cultural communication
3   Theories of grammer (syntax)
3   Phonology
3   Field study
    Student teaching: Concentration on teaching ESL through the content areas
    Experience(or competency) in a 2nd language
33 hours plus student teaching and foriegn language competency

Group 6. An ESL teacher training program for those teaching in adult education (an undergraduate or graduate program)

3   Introduction to adult education
3-6 Psychology of adult education
3   Linguistics
3   Materials and Methods: Oral
3   Materials and Methods: Written
3-6 Practice teaching
6   Related electives
30 hours

An interesting feature of these recommendations is their great variety. Except for the similarities noted above, each program seems to take a separate direction according to the specific needs of each emphasis in the TESL field.

An outgrowth of these recommendations might be more teacher training programs which specialize, i.e., prepare teachers for specific teaching areas or offer a multiple track system in teacher preparation, overlapping when possible, but offering needed in-depth specialization in specific areas.
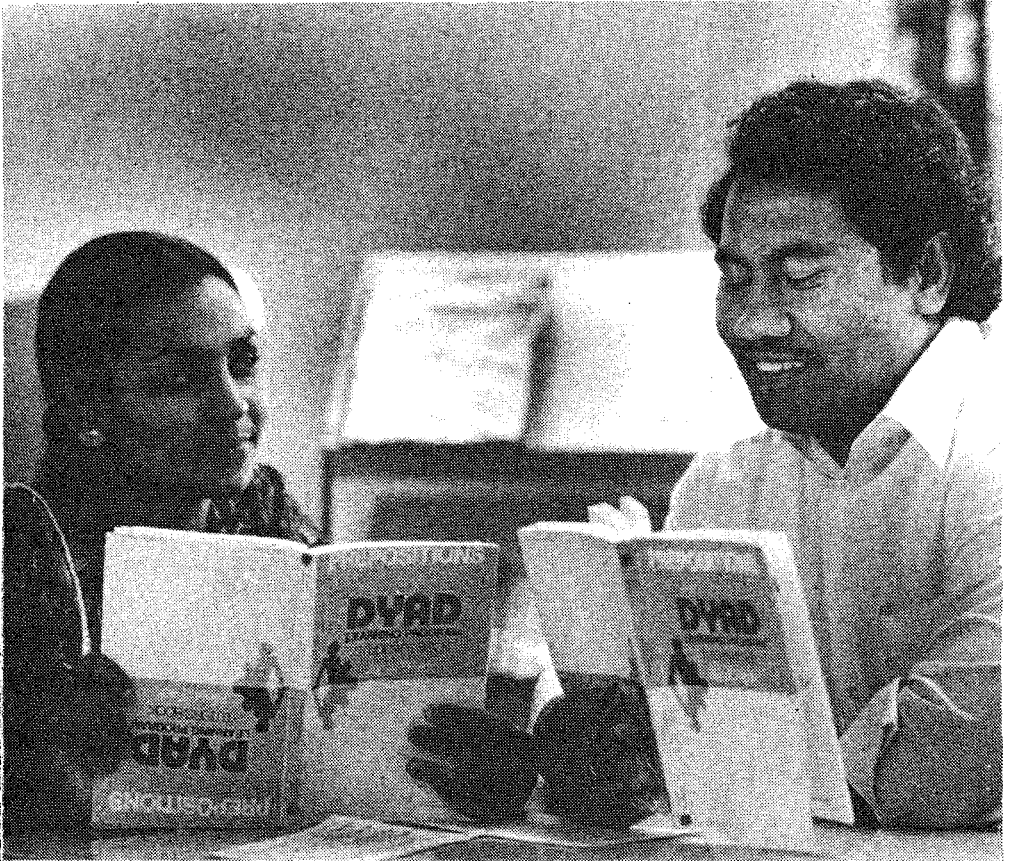
Shushilta Devi Prasad (left) and Faalafua Auvaa learn prepositions working together in the English Skills Lab.

TESL REPORTER
12-YEAR INDEX   FORTHCOMING

The editor and staff of the *TESL Reporter* in cooperation with the library of BYU-HC have compiled a twelve year index covering volumes 1-12. This index will appear as the Summer 1979 issue of the *TESL Reporter* and will be sent to all who are on the regular mailing list. Some—but not all—back issues of the *TESL Reporter* are available and will be sent to anyone who requests a specific issue.
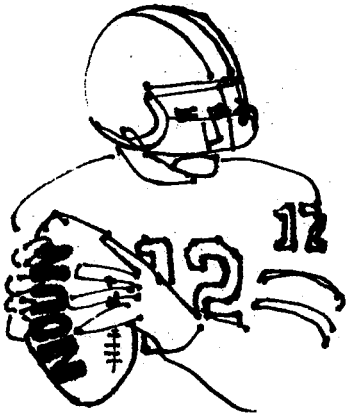
WORD

by Greg Larkin

Almost everyone likes play better than work, and ESL students are no exception. All too often, however, we as teachers are afraid that if we introduce any fun into our classroom we may lose control or not really be teaching anything. On the contrary, few classroom activities hold class interest better or leave a more lasting impression than a well managed game.

Some of the best classroom games for the language teacher are word games, in which the center of interest is language itself. Through an exciting word game students can come to appreciate the workings of language itself rather than seeing it as merely a difficult school subject. With a little imagination, teachers can make up many word games themselves, each of which is based on a different property of language. For instance, an appropriate game can effectively introduce a new grammatical unit. The best word games for the ESL classroom are those ones which focus directly on linguistic points being studied in class. Or a word game can be used midway through the lesson as a combination breather and check on the

students' comprehension. Whenever it is used the word game simply allows the teacher a change of pace that nonetheless continues the lesson.

Here are a few word games that I have used successfully:

ROLE–PLAYING GRAMMAR

A small group of students is given a situation to act out, such as a boy asking a girl for a date or an employee asking a boss for a raise. The students write their own script; however, each line must contain specified grammatical forms, e.g., future tense, dependent clause, etc., etc.

CROSSWORD PUZZLES

Most students enjoy making or solving crossword puzzles. In the one I assign, all the down words must be one part of speech and all the across words must be another part of speech. Many other variations are possible.

PLAY

DISGUISED WORDS OR SENTENCES

Various forms of garbled words and/or sentences are always popular. Each student creates seemingly nonsense words or sentences and then gives linguistic clues to help the other students figure out the word or sentence. For instance "MMAARRG" is "GRAMMAR." The city "Landattle" is the opposite of the city "Seattle," and "Not Julie luckily hurt was" is either "Luckily, Julie was not hurt" or "Julie wasn't hurt luckily," depending on the clue given. If the teacher spends some time creating these disguised words and sentences, many fairly subtle linguistic points can be internalized by the students.

It is easy to see that the number of possible word games is infinite. They can't make a whole lesson or substitute for careful preparation and sound teaching methodology. However, they can relieve the tedium of daily exercise and provide memorable reinforcement for almost any lesson. All it takes is a little imagination and time.
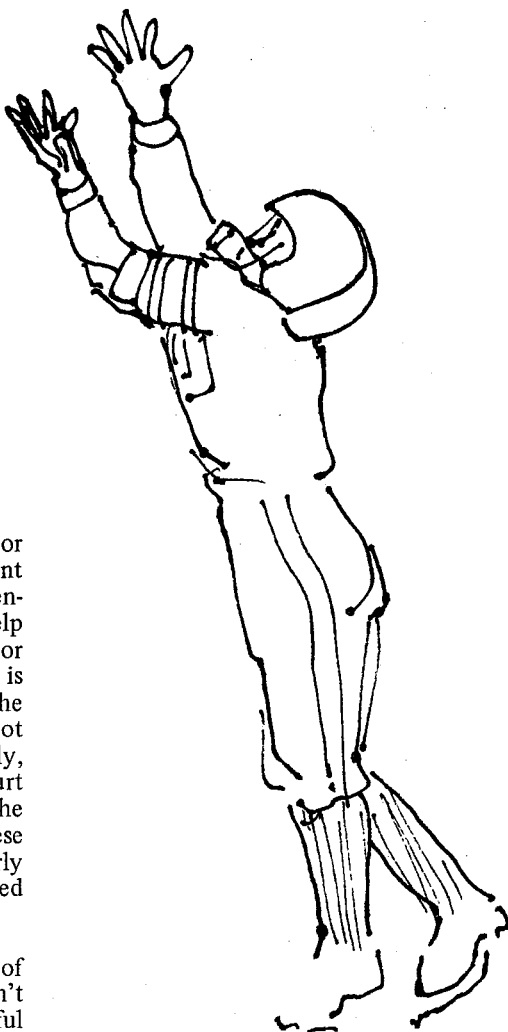
ENGLISH SKILLS LAB ...
An Individualized Program
by Alice C. Pack

The following paper on the establishment of an English Skills Lab was part of a presentation given at the TESOL Convention in Mexico City, April 1978.

The primary purpose of the English Skills Lab at the BYU-HC is to provide assistance in developing and reinforcing specific and/or general English skills on an individual basis for any student on the BYU-Hawaii Campus who desires or requires it. The rationale for such a program is that many students need or want more basic English than the regular curriculum offers either through the general requirements and/or the English Language Institute.

These students include:
1. Slower learners (late achievers) who take a little more work and time than the average student.
2. Rapid learners (over achievers) who could progress faster on new or more advanced materials as they are ready for them and thus maintain interest in an otherwise boring (deadly) subject.
3. Students who want to study more English or study a specific English skill not covered in their classes. Although some may have passed classes, they feel the need for more help in certain areas.
4. Students who for some reason are not taking any English classes, but have regressed in English. They may want to brush up so as to get into some classes, or they may feel they didn't gain the English skills they now need.

The potential of an English skills lab is limitless if instructors and students know what is offered and how to take advantage of the offerings. Some teachers, especially those who teach beginning to intermediate ESL students, do not seem to understand the real purpose of the lab and frequently feel that they should be permitted to take lab materials out to use for classwork and/or bring their classes to the lab during the class hour to work on lab materials (which is permitted for any class once or twice as an introduction to the lab).

The first question that everyone seems to ask about an English skills lab is "HOW MUCH WILL IT COST?" usually expecting a dollars and cents figure for the exact amount of materials—both hardware and software. Actually, there are many things that must be considered before this item is discussed.

THE FACILITY

The first of these is the facility itself. Minimal is a room of some sort for some specified hours with security for materials. (It's surprising how many things can simply walk away.)

When we started our lab we had a class-room with movable tables and chairs and a few cupboards that we could lock up. This room was free after 2:30 in the afternoon so lab hours were from 2:30 to 5:00 and from 6:00 until 9:00 p.m. It was a beginning.

Now we have a large room with movable furniture plus partitioned listening booths around three of the walls, with an additional large store room with shelving, a large desk, four files, cupboards, etc. connected to the main room with a dutch door. The main room has an additional file, a reference desk, and a rack with expendable books (mostly paperbacks) that students can borrow. (incidentally, these books are donated by faculty members—and others—as they leave to return to the mainland. Donations of this kind are an income-tax deduction.) These rooms are reserved exclusively for the language skills lab and although there are

frequent requests to use the room for other purposes, these are always denied. Our lab is now open from 7:30 a.m. to 10:00 p.m. Monday through Thursday; 7:30 a.m. to 5:00 p.m. Friday; and 9:00 a.m. to 2:00 p.m. on Saturday. One drawback is that this facility can only be reached through the main library entrance and, unfortunately, the library is closed on many holidays when students have time to come to the lab.

STAFF

Minimal cost for staffing the lab would be donated labor, though this is usually not very satisfactory. To be successful, the lab must have an informed and interested director who orders materials, supervises the assistants, and assists instructors in placement of students. This supervisor also encourages students. (Student assistants may man the lab, but do need some direction.) English and BATESL majors might be assigned as part of their class load to work a certain number of hours in the lab, or they might get credit as inservice teaching. If the money is available, paying the students at least the minimum wage for regular assigned hours seems to be the best procedure. One advantage of this is that students who can not or do not fill their responsibilities may then be more easily replaced. (With one assistant on duty, we pay students for 73-½ hours a week @ $2.90 (minimum wage) for a total of approximately $215.00 per week. In January 1980, this will rise to $3.15 per hour).

LAB MATERIALS

Hardware

Usually the first thing people consider is the hardware. I feel that this item should have a low priority on the lab budget. Some programs do require the use of a tape or cassette player (we have six cassette players), others require a slide-cassette combination (we have one) and others require a language master (we have four ten-year-old models). Of course, if one has unlimited funding, the lab could buy extensive hardware and even extend to the use of a computer with programs designed to give students immediate feedback—I understand the cost is down as low as $600 with $100 to $150 for additional terminals. (We could tie into the

university computer, but as yet have no program that warrants this expense and we don't have the budget for expensive toys.)

Software

The software is the backbone of the English Skills Lab, so now I will begin to talk about a minimum price tag. This amount will vary according to the differences in the English language ability of the students who use the lab. At our university, where the majority of the students are second language speakers and/or second dialectical speakers, our materials must range from grade one through beginning college work, with an emphasis on 6th through 12th grade. If the students all possessed 8th or even 6th grade English ability we could dispense with some of our programs. I would suggest that an English Skills Lab would need at least $1,000 (possibly a little less if the lower levels were eliminated) as a beginning minimum for books and other software—this amount would buy ten copies of at least one basic program for each skill. We use the dyad programs as a requirement for ENG 105 classes—with these, students in the lab can work together to master prepositions, pronouns, determiners and verbs. Ten books of each would amount to $160.00 (we have 25 copies of each). A set of specific skills for reading improvement is another basic. Complete sets run from $100.00 (elementary) to $90.00 (intermediate and secondary). (We now have three different skill-oriented reading programs with several copies of intermediate books, particulary those on "Drawing Conclusions," "Getting the Main Idea," "Using the Context," etc. with at least two copies of each book on each level.)

Interesting, adult, low-level-to-12th grade, reading materials with some kind of interaction workbooks or sheets are also necessary. These may be purchased with or without accompanying tapes (we have both), at a variety of prices, but I would estimate $500.00 for reading materials as minimal.

For individualized writing, programs such as the *Guided to Free* Dykstra series are also available at one or dwo dollars per book. (We use these extensively in our lab). If you have typewriters available, there is

also a program and typing book: *Learning to Type in English as a Second Language* (University Press of America) with an emphasis on learning English which students may follow in a self-paced program.

In our oral production programs we use some old texts and tapes that we found were poor for classroom use but give many basic sentences and easy dialogues, with marked intonation that students can follow and repeat.

General Motors has some excellent little *free* books on tools, inventions, motors, etc. on a low intermediate reading level—of course, you will have to write the exercises to accompany them. The Health Department and other government agencies also have low reading level books that can be used or adapted for lab use.

One can also write many programs for the lab and the cost of these is nil—except for one's time (here there is a heavy investment). I have written a number of these and the cost has been only the paper and language master cards used. All vocabulary words in our ENG 105 classes are put on cards so that a student may hear the words (and produce them) as many times as he desires. (The dyad program started with just a program for learning prepositions and was written in daily increments.) At the present time, as a result of a presentation by Hector Nevarez of the Defense Language Institute and Curtis Hayes of the University of Texas at San Antonio at the *Year of Composition* workshop held at BYU-HC and at the TESOL Convention in Mexico City, we are now developing a handwriting program. I have four lessons completed and write something more each week. (They postulate that some ESL students are frightened of composition because they can't write (penmanship).

We have a folder which gives the complete rundown of all the software in our English Skills Lab, separated into sections for each of the skills. We also have suggestions for lab assistants, attendance at our lab by hours and days, etc. available upon request.

LAB ATTENDANCE

I would like to say something about motivation to attend the lab. A few years ago my son, who was then principal of a high school, asked me if I had any magic formula for getting students interested in individualized learning programs. He said that programs, student ability, and cost were not problems, but that getting students to take advantage of what was offered was. We have found that once we get a serious student into the lab and its programs, he often keeps on coming, but we do have to put a little pressure on almost all students to get them in originally.

We have three approaches to this problem.

1. Assignments by instructors for the whole class to work on a specific program (such as the dyads or a reading assignment from a specific program).

2. Notices from instructors that individual students need help in specific areas and are assigned to work in the lab. We then work out a program with the student in areas such as spelling, punctuation, verb agreement, etc. and report back to the instructor what the student has done to improve (all students have individual folders which instructors are free to look through at any time).

3. Students who fail to achieve the minimal standard on the Freshman English Placement Test have the option of taking ENG 105 (sometimes referred to as bonehead English) or they may work individually in the lab, and, having completed a minimum program, take the placement test once again. Interesting to note is the progress made by many of our students who failed to pass ENG 105—students must pass the Freshman English Placement Essay to pass ENG 105—last Christmas vacation when they were given this option with the chance to have their "X" grade (an "X" grade means they did all the course work and tried, but just couldn't write well enough for Freshman English) replaced with the grade they would have received if they had passed the exam. Some students spent as much

CONTROLLING
THE TEACHER:
a Listening Exercise

they have all the questions in front of them while the teacher reads the passage. A very simple but useful exercise is for the teacher to give the learners a list of about ten words that are in the passage. The learners listen to the passage as the teacher reads it and they tick the words when they recognize them. It is important to realize that doing the test is not the main aim of the exercise. The

---

I. S. P. Nation of the Victoria University of Wellington, New Zealand sent this article from Thailand.

---

teacher's aim is to get the learners to listen carefully and to control his reading of the passage so that the difficult parts become clear. The test functions as a guide and motivator for the learners.

The teacher can check the answers that the learners make in each test in this way. Each learner is given a number. The teacher says, "Question 1, number four." The person who is number four answers the question and then chooses the number of the person, let us say number six, to answer the next question. Number six answers the question and then chooses the next person by saying a number. Learners enjoy this activity because they can call on a friend (or enemy) to answer the next question. As the numbers are called the teacher writes them on the blackboard so that the learners can see which numbers have not been called. In this way each learner will have a turn to give his answer to one of the questions. If a learner makes a wrong answer or is unable to answer, that learner calls someone else's number so that that learner will answer for

him. This technique of using numbers becomes even more amusing if the numbers are written on cards which are distributed to the learners so that the learners do not know each other's number. The use of numbers removes part of the direct threat involved when the teacher calls on a learner to answer. It also keeps an element of the unexpected. (This technique can be used in many different types of language exercises.)

It is interesting to compare a controlled listening exercise with a similar exercise on tape in the language laboratory, although the controlled listening exercise is not a replacement for similar work in the laboratory. The language laboratory has the advantage of giving each learner individual freedom to stop and play back. The disadvantage of the controlled listening exercise in the classroom is that if five different learners have a different difficulty, the teacher must stop and repeat, explain etc. five times. The controlled listening exercise, however, has the advantage of providing more help and flexibility. Instead of being limited to pause and reply, the learner can also speed up or slow down, ask for an explanation, spelling and even written help.

Controlled listening has the following benefits:

1. The learners are not passive. They must ask questions and take an active part in the lesson to ensure that they get the necessary information. Hopefully this attitude to learning will transfer to other parts of the English lesson and to other subjects.

2. The exercise provides the opportunity for repeated attention to spoken language. This attention is purposeful and highly motivated.

3. The learners can give their attention to what they find difficult. Thus they can make efficient use of their learning time.

Controlled listening is an attempt to put some of the control of learning where it is needed — with the learners. When the learners have control, they can suit the pace, repetition, and explanation of material to their own requirements. In this way, listening becomes a learning activity.

BYU-H TESL Major Revision

LING 323   Psycholinguistics (3)
                An analysis of the basic assumptions underlying language acquisition,
                language learning, and language teaching. (Prerequisite: Ling. 210;
                recommended, Psychology 402).

LING 331   Sociolinguistics (3)
                The sociology of language: bilingualism, dialectology, and pidgin and
                creole languages. Includes semantics. (Prerequisite: Ling. 210).

ENG 251   Fundamentals of Literature (3)
                English 251 is normally prerequisite to upper division literature courses.
                Any exception is by approval of the Division Chairman. Basic course in
                literary appreciation and criticism, literary terminology, and interpretive
                writing. Long library paper. Required of all English majors and minors.
                (Prerequisites: Eng. 111, 111W).

ENG 421   History of the English Language (3)
                The development of the English language, focusing on the historical
                context and the mechanisms of language change.

ENG 362 or 363 American Literature (3)
                Beginnings to 1865 or 1865 to the present. (Prerequisite: Eng. 251).

ENG 375, 376   British Literature (3)
     or 382   Victorian period, 1890 to the present, or Shakespeare (TESL Majors
                encouraged to take Shakespeare).

ENG 345R   Ethnic Literature (3)
                A variable content course emphasizing Polynesian, Oriental, or American
                literature; considers the culture of these areas as it is reflected in imagina-
                tive literature. (Each offering may be taken for credit). Offerings
                include: Literature of Polynesia, Literature of the Orient, and Literature
                of U. S. Minority Groups. (Prerequisite: Eng. 251).

ENG 477   TESL Methods (3)
                A practical course in professional preparation for developing teaching
                skills in litening comprehension, speaking, reading, and writing. Includes
                teaching of ESL literature, language laboratory operation, and testing
                and evaluation. (Prerequisite: Ling. 321).

ENG 478   TESL Materials (3)
                Selection, evaluation, and adaptation of available materials in the TESL
                field, and a consideration of their applicability to current methods.
                Includes development and production of TESL materials. (Prerequisite:
                Ling. 321; Recommended: TESL 477).

ENG 480   TESL Practicum (2)
                Limited and closely supervised teaching in an English Language Institute
                class and the Language Skills Laboratory. (Prerequisites: TESL 477 and
                478 or consent of ELI Coordinator).

ENG 490   Senior TESL Seminar (1)
                Preparation and presentation (written and oral) of a senior project.
                Includes an oral and written examination of general proficiency in TESL.

Cache-ing in on Vocabulary

(continued from page 1)

both forms and words which were previously unfamiliar to them. We believe that through this content form expansion students see possibilities for using new words in a variety of ways.

As homework we require our students to finish expanding their own lists of content categories for the words they wrote down, but which we did not use on the blackboard. From these lists each student is asked to write at least ten sentences, using one or more items from their word cache in each. We also require that at least two words from each of the four form categories be used in the ten sentences. In meeting this requirement, students show us both that they understand the words and their forms, and that they can use them properly in written sentences.

The next day we call for Word Cache lists and sentences, and we frequently read some of them to the class. I should note that we require each of the ten sentences to relate logically and grammatically to the one which precedes it. In essence, the ten sentences become a mini-essay on the topic we initially listed on the board. We believe the students will learn words more effectively by using them in a unified piece than if they simply write ten unrelated sentences.

We find that the ten minutes each day which we spend doing the Word Cache is beneficial to the writing course generally. Not only is the Word Cache an effective and non-time consuming content area, but it is flexible enough to support the course at each stage of its progress. For example, when we're teaching verb forms, we require students to use those forms and their topic words in their Word Cache sentences. The same holds true for count/noncount nouns, sentence combining, or for any grammar or usage skill we are teaching. The word cache is always available as a support for future writing as students keep their lists and may refer to them while writing in-class essays.

At this point we are still adjusting the ways we use the Word Cache to make it as

effective as possible. We have found, regardless of the variations with which each of us applies it, that the Word Cache is effective. Our students are remembering new vocabulary words and are successfully integrating them in their writing. In other words, they are using their Word Cache to develop a linguistic cache.

English Skills Lab

(continued from page 12)

as eight to ten hours a day in the lab working on the guided to free composition and the English mini-modular courses. Fifty percent of the students who have worked on these programs in the lab have passed the essay examination and gone into Freshman English. When one considers that this eliminates an entire ENG 105 class for the next semester the cost of the lab doesn't seem very high. I might mention that we sometimes have had to move these programs into another room on campus as the library is often closed when the students have the most free time.

In addition to the help students have obtained from the lab, our English and BATESL majors who have acted as our lab assistants have also had some good experiences. They have become acquainted with materials in a depth usually found only in a teaching experience, they have become aware of the various problems students have with English, and they have had the satisfaction that comes from helping others.

Let me emphasize again the reason for the English Skills Lab—it is an aid to the classroom, not a replacement for it. It is successful, at least in part, because there is some interaction with other students and so, though individualized, is not a lonely learning process. Even the presence of other students in the same room as one works alone has some advantages.

Because of rising academic salaries and the dissatisfaction of many students with ELI ‑rograms that move too slowly or too rapidly, the concept of individualized learning labs may be even more widely adopted in the future.
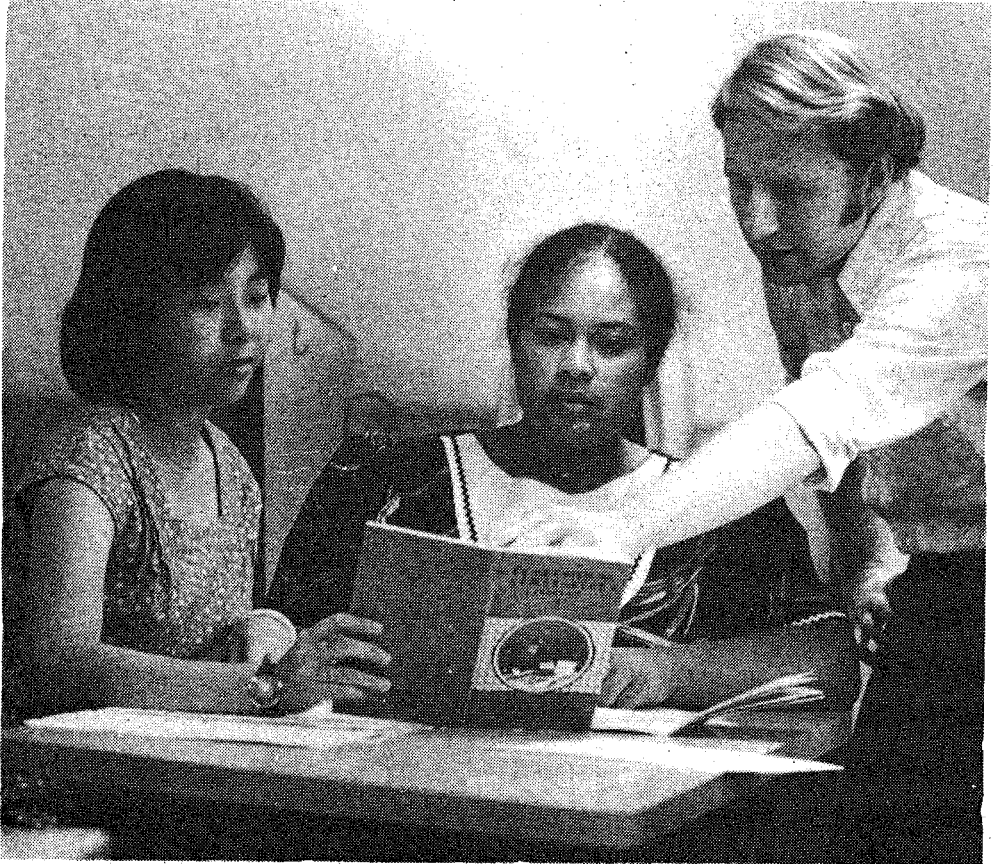
Mark James, a senior BATESL major, (right) helps Doris Koh (left) and Ema Saafi with their writing.

TESL REPORTER

Box 157
Brigham Young University
Laie, Hawaii 96762