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**INDEX**

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Indexing the *TESL Reporter*: Interview with Alice C. Pack

by James E. Ford

*Reprinted, with minor alterations, from TESOL Newsletter, 13 (June 1979), p. 12.*

*The twelve-year Index to the TESL Reporter, to be issued Summer 1979, will cover 219 articles from forty-eight past numbers. To get an idea of the background and potential of the Index, one could do no better than to discuss it with Alice Pack, TESL Reporter co-founder and its editor during the last ten years. Pack began her B.A. work after she was already several times a grandmother—and “grew up” with the field of teaching English as a second language. She helped start the BA-TESL program at BYU-HC, one of the very first such programs in the nation. Now teaching and editing on emeritus status, Pack, who is in great demand as a consultant, has published during the last twelve years seven books and over thirty articles on TESL concerns.*

Q: Since your involvement with the *TESL Reporter* dates from its beginning, if I ask the right questions, your answers should tell potential users what to expect from the forthcoming Index. First, the reportorial questions; will you tell me the who, when, and why of the journal's launching?

A: Well, William Conway and I had been going to the University of Hawaii, working on masters degrees in TESL there. He suddenly got the bright idea, “Why don't we start a journal?” There wasn't any such thing in the TESL field at all.

Q: You just saw the need?

A: Yes, and it was sort of a natural outgrowth. We already had our ELI program and at the time we were working on a TESL program.

Q: What year was that?

A: It was 1967. We printed the first issue here on the AB Dick press, black on brown; it looked pretty bad.

Q: How did you let people know the journal existed, start getting contributors?

A: We figured if we could have some big names, it would help. First there was Don Bowen, a pioneer in TESL. He and Fe R. Dacanay had just put out their early book on *Techniques and Procedures in Second Language Teaching*. We already knew Bowen, and of course Dr. Dykstra, at the University of Hawaii. Dr. Dykstra was very encouraging, thought it was a great idea. I can remember one early issue; I had no lead article and finally went to him and said, “What do you have?” He was very willing to do that kind of thing for me. And Dr. Yao Shen sent in a lot of material, but she's more in the linguistics line. Happily, over the years these authorities have been joined as contributors by others such as Ted Plaister and Virginia French Allen. I might add that we have always encouraged submissions from students.

Q: What was your specific focus? I assume it has something to do with the title you chose.

A: There wasn't anything in the field, as I said. There were scientific linguistics journals, but nothing for the teacher of English as a second language. Ours was to be for the lay teacher, with only a little bit of theory.

Q: TESL methods?

A: That's right, TESL materials and methods. Also, it was geared mainly for the Pacific Basin. Our mailing list is still 75 percent Hawaii, Guam and the South Pacific. Now of course we're also all over the world, even Russia and the People's Republic of China. Originally we had very few people on the U.S. Mainland. They have increased because of the increasing need with Vietnames refugees, Puerto Ricans in New York, and other relocations. Teachers need more and more help.

Q: What is the circulation now?

A: Well, we print three thousand issues, and possibly all but 150 go out on the subscription mailing.

Q: You mentioned that the state of TESL studies twelve years ago, when it was fairly new, was heavily linguistic. Can you give an overview of how the pages of the *TESL Reporter* have reflected developments in the TESL field?

A: Early on it was called in some places applied linguistics. The army language schools had started many of the trends in World War II. Then Charles Fries's structural grammar provided some contextual frames and the audio-lingual method was in its heyday when we started our journal. The first issues featured some comparative linguistics and simple lessons on English phonology—that was the time when teachers concentrated on teaching individual sounds in isolation, feeling that the student would put them all together. All phases of ESL teaching seemed to have that focus—fairly uncoordinated individual teaching units on specific problems, either in grammar or speech. Then along came a shift to include psycholinguistics and sociolinguistics. Next came the situational approach, counseling-learning and, more recently, the Silent Way. All of these approaches focus on the student's real-life needs in learning a new language. Finally, the latest method, the Notional-Functional Syllabus, takes the idea as the primary unit and considers how it should be communicated within a communication function, like asking directions or making a purchase. Where once vocabulary was largely ignored, now learning accepted vocabulary and structure within a given situational framework is primary.

In general, the trend has been from complete theory to the practical type. The *TESL Reporter*, though it reflects the changes somewhat—we have consistently reviewed major books of all types as they have appeared—has pretty much kept its focus on the practical-situational.

Q: How has the profession made use of the *TESL Reporter*?

A: We've been used in a cross-word puzzle. I mean, in the daily newsletter at the TESOL Convention two years ago, the hint for four-across was "*Reporter from Hawaii*," and the answer was "PACK." And we get some more serious use as well! We are always getting requests to reprint articles. As two instances among many, Ilyin and Tragardh's *Classroom Practices in Adult Education* has three of our articles, and we have one of four in *Nonverbal Communication*, a text of the Kyushu American Literature Society of Japan. And then we have people who are working on doctoral degrees write and request more information on something they've seen in the journal. By the way, we are happy to be able to announce that all of our issues are now available from the ERIC data base. Oh, the *TESL Reporter* is also a major source of book reviews. Ted Plaister's "Classified Bibliography of ESOL Text Reviews" [1979] shows that, of the six sources used, the *TESL Reporter* is second in total number of reviews published during the past twelve years. Most importantly, we get letters from teachers thanking us for practical help in the classroom.

(continued on page 37)

## AUTHOR AND TITLE INDEX

*TESL Reporter*, Volumes I-XII

- Adkins, Patricia G., "Language Acquisition and Dialectalism," Vol. IV, No. 1, p. 1.
- Ah Ching, Rosita, "Learning with Games," Vol. VIII, No. 1, p. 10.
- Aitken, Kenneth G., "The Contrastive Analysis Hypothesis and ESL Proficiency Testing," Vol. X, No. 3, p. 16.
- Aitken, Kenneth G., "Discrete Structure--Point Testing: Problems and Alternatives," Vol. IX, No. 4, p. 7.
- Aitken, Kenneth G., "Problems in Cloze Testing Re-examined; A Reply to Roger K. Williams," Vol. VIII, No. 2, p. 9.
- Aitken, Kenneth G., "Toward Communicative Competence with 'Abby' and 'Ann,'" Vol. IX, No. 1, p. 6.
- Al-Khuli, Muhammed Ali, "The TESL Teacher and English Prefixes," Vol. X, No. 4, p. 8, Vol. XI, No. 1, p. 17.
- Al-Khuli, Muhammed Ali, "The TESL Teacher and English Suffixes," Vol. XI, No. 1, p. 17.
- Allen, Virginia French, "Trends in the Teaching of Reading," Vol. VI, No. 4, p. 1.
- Allen, Walter P., "Carrying a Good Thing Too Far," Vol. VII, No. 4, p. 5.
- Allen, Walter P., "Suggestion from a Reader," Vol. V, No. 4, p. 19.
- Alter, Jason B., "A Broader Concept of Minimal Pairs," Vol. III, No. 2, p. 5.
- Alter, Jason B., "A Daily Dozen--A Dozen Items from the Honolulu Daily to Start Off--Warm Up the ESL Class," Vol. VIII, No. 3, p. 6.
- Alter, Jason B., "A Horse of a Different Color? (Cross-Culture Insights in the TESL Classroom)," Vol. XII, No. 1, p. 8.
- Alter, Jason B., "'How the British Say It' Can Add Problems to Cross-Cultural Communication," Vol. V, No. 3, p. 11.
- Alter, Jason B., "In-Class Dynamics in TESL," Vol. XI, No. 4, p. 4.
- Alter, Jason B., "The Inscrutability of Chinese Names, Family and Given," Vol. VII, No. 2, p. 3.
- Alter, Jason B., "The LEXINYM--A Brand-New Concept for the Language Teacher," Vol. IX, No. 1, p. 10.
- Alter, Jason B., "The Scrutable Chinese," Vol. XI, No. 2, p. 5.
- Alter, Jason B., "Using a Telephone Directory to Teach English as a Second Language," Vol. IV, No. 3, p. 11.

- Alter, Jason B., "The Utterance-Response Method to Pattern Drill," Vol. II, No. 1, p. 1.
- Araman, Bonnie and B. Wiggin, "ESL Reading: Research and Applications," Vol. XI, No. 1, p. 4.
- Arapoff, Nancy A., "A Jabberwockian Approach to Discourse Analysis," Vol. II, No. 2, p. 3.
- Bander, Robert G., "From Pattern Practice to Conversational English," Vol. II, No. 2, p. 5.
- Benioni, Juanita, "The Silent Way: Another Method," Vol. XI, No. 1, p. 10.
- Blossom, Grace A., "The Tolleson Six School Reading Project, a Revolutionary Approach," Vol. VII, No. 1, p. 6.
- Bowen, J. Donald, "The Identification of Irrelevant Lexical Distractors: An Editing Task," Vol. XII, No. 1, p. 1.
- Bowen, J. Donald, "Terminal Behavior and Language Teaching," Vol. I, No. 2, p. 1. Reprinted in Vol. X, No. 3, p. 8.
- Brimhall, Alice, "Sentence Expansion for the Elementary Level," Vol. III, No. 1, p. 6.
- Butler, David C., "Two Causes for Misapplication of Language Rules," Vol. IX, No. 2, p. 1.
- Butler, Jeffrey, "Cache-ing in on Vocabulary," Vol. XII, No. 3, p. 1.
- Butler, Jeffrey, "A Directed Reading Approach," Vol. XII, No. 2, p. 12.
- Chong, Maybelle, "The Consonant L in Initial and Final Positions," Vol. III, No. 1, p. 5.
- Choy, Esther A. Cup, "But They're Not Motivated," Vol. XI, No. 1, p. 14.
- Chu, Deborah and Gladys Pang, "Using the Personal Pronoun 'I' as a Compound Subject," Vol. III, No. 1, p. 3.
- Coltharp, Lurline H., "The Schwa," Vol. III, No. 3, p. 5.
- Conway, William D., "An Approach to the [I] [i] Contrast," Vol. I, No. 1, p. 3.
- Conway, William D., "For the Newcomer to TESL: Why Pattern Practice?" Vol. I, No. 3, p. 7.
- Conway, William D., "New Trends in Language Acquisition Theory," Vol. II, No. 2, p. 1.
- Conway, William D., "TESL—An Undergraduate Major Program," Vol. II, No. 3, p. 9.
- Conway, William D., "TESL Curriculum: The Foundation Is What Counts," Vol. IV, No. 3, p. 3.
- Cortez, Emilio G., "The ABC Principle and the Second-Language Learner," Vol. VIII, No. 1, p. 3.
- Cortez, Emilio G., "Dialogues For Elementary School Second Language Learners," Vol. VIII, No. 4, p. 4.

- Cortez, Emilio G., "The Game Setting: An Avenue to More English," Vol. VIII, No. 2, p. 19.
- Cortez, Emilio G., "Incidental Learning via Pedagogic Dialogues," Vol. X, No. 1, p. 12.
- Cortez, Emilio G., "The Limerick and the Second-Language Learner," Vol. XII, No. 1, p. 9
- Cortez, Emilio G., "Repetition Within a Fun Context," Vol. X, No. 4, p. 4.
- Cramer, Nancy Arapoff, "Language Acquisition," Vol. III, No. 4, p. 6.
- Crethar, Betty M., "ELI Library Skills: An Evaluation of a CCH Spring Class," Vol. V, No. 1, p. 8.
- Crethar, Betty M., "More on Using a Telephone Directory to Teach English as a Second Language," Vol. IV, No. 4, p. 6.
- Croft, Kenneth, "Dictionary Use in ESL Courses," Vol. VII, No. 1, p. 1.
- Crymes, Ruth, Ke Soon Lee, and Wilma Oksendahl, "Guidelines For and By Immigrant Students," Vol. IX, No. 3, p. 4.
- Cunningham, William H., "TESL in Hawaii's Public Schools," Vol. VIII, No. 2, p. 7.
- Curran, Douglas M., "2LL + CIM = TLP: An Equation That Can Total Success for Language Teaching," Vol. XI, No. 1, p. 1.
- Currie, Sally, "Teaching Writing Skills to Adult Navajos," Vol. X, No. 1, p. 10.
- Czarnecki, Karen E., "Culture and Content: Decoding Traffic Signs," Vol. IX, No. 3, p. 13.
- Decker, Donald M., "Drilling English Auxiliary Verbs in ESL Classes," Vol. VIII, No. 2, p. 13.
- Dillon, Drew and Debbie Dillon, "'The Psycho-Social Barrier' Revisited," Vol. XII, No. 2, p. 9.
- Durrett, Jonathan S., Mark James, and Jon Williams, "Aural Comprehension: Mini Lessons in Listening Competency," Vol. XI, No. 2, p. 10.
- Dykstra, Charlotte K., "TESL and Music," Vol. II, No. 3, p. 1.
- Dykstra, Gerald, "Communication by Each Student in the Language Learning Process," Vol. I, No. 3, p. 1.
- Dykstra, Gerald and Alice C. Pack, "Possible Consonant Clusters in English (Initial)," Vol. V, No. 3, p. 8.
- Dykstra, Gerald, "Summary of U.S.O.E. Project HE0084," Vol. V, No. 1, p. 1.
- Dykstra, Gerald, "Toward Interactive Modes in Guided Composition," Vol. X, No. 3, p. 1.
- Edamatsu, Fred J., "The Japanese Psycho-Social Barrier in Learning English," Vol. XII, No. 1, p. 4.
- Eggington, Bill, "Teaching English in Korea," Vol. VII, No. 4, p. 10.
- Erion, Jonathan G. and Ross T. Moran, "Predictive Validity of the CELT," Vol. XI, No. 3, p. 1.

Evans, Julene, "Why TESL?" Vol. IV, No. 2, p. 6.

Fawson, E. Curtis, "ELI and English Skills in Joseph F. Smith Library-Media Complex," Vol. XI, No. 2, p. 8.

Fawson, E. Curtis, "Groundbreaking Ceremonies for New BYU-HC Learning Center," Vol. IX, No. 3, p. 8.

Foley, Dolores A., "Teaching Composition to ESL Students," Vol. VI, No. 1, p. 10.

Foley, Michael E., "ELI Tutorial," Vol. VI, No. 3, p. 1.

Foley, Michael E. and William K. Gallagher, "TESOL Convention Report," Vol. VIII, No. 3, p. 12.

Foley, Michael E., "Teaching ESL Through Typing," Vol. V, No. 4, p. 8.

Foliaki, Lopeti, "The Search for Unity: A Proposal of Instituting a Universal Language to Help Unravel World Problems," Vol. VII, No. 4, p. 12.

Ford, James E., "Improving Reading Comprehension Through Peer Persuasion and Competition," Vol. XI, No. 1, p. 3.

Ford, James E., "Indexing the *TESL Reporter*: Interview with Alice C. Pack," Vol. XII, No. 4, p. 1.

Fox, C. Jay, "BYU-Hawaii Campus BATESL Requirements," Vol. VIII, No. 1, p. 8.

Fox, C. Jay, "English—TESL—ELI Programs at the Church College of Hawaii," Vol. VI, No. 3, p. 2.

Fox, C. Jay and Robert Tippetts, "A Portfolio Program for Teaching English Composition," Vol. IV, No. 3, p. 1.

Fox, C. Jay, "A Report on the New Reading Clinic at CCH," Vol. VII, No. 2, p. 8.

Fujimoto, Miriam, "The Use of Games in ESL Teaching," Vol. VI, No. 2, p. 3.

Fries, Peter H., "English Noun Phrase Construction," Vol. VI, No. 1, p. 8.

Fries, Peter H., "On Repeatability and Reduplication," Vol. III, No. 4, p. 1.

Gallagher, William K., "Behaviorist and Rationalist Psychology and Language Teaching Theory," Vol. IV, No. 4, p. 1.

Gallagher, William K., "English Conversation through Classroom Dramatics," Vol. VII, No. 4, p. 4.

Gallagher, William K. and Michael E. Foley, "TESOL Convention Report," Vol. VIII, No. 3, p. 12.

Garside, Jayne G., "Reflections of a Non-TESL Person in a TESL Setting," Vol. V, No. 4, p. 16.

Gilbert, Judy, "Gadgets: Some Non-Verbal Tools for Teaching Pronunciation," Vol. XI, No. 2, p. 6.



- Glenn, Ronald E. and Cless Young, "Attitudinal Factors and Achievement: How to Pass School 'C' English," Vol. XII, No. 1, p. 7.
- Grant, Ron, "Peer Teaching in American Samoa—Forget It!" Vol. XI, No. 1, p. 7.
- Guerrero, Joe C., "Action Games in TESL," Vol. III, No. 4, p. 3.
- Harms, L. S., "Intercultural Communication," Vol. VIII, No. 2, p. 4.
- Harris, Kelly, Jr., "A Lesson on Synonyms, Antonyms, and Homonyms For ESL Students," Vol. VII, No. 2, p. 11.
- Harris, Kelly, Jr., "Using Crossword Puzzles in TESL," Vol. VII, No. 1, p. 10.
- Hayes, Eloise and Richard Via, "A Lesson in Creative Dramatics," Vol. VI, No. 4, p. 3.
- Henrichsen, Lynn E., "Distinctive Features of Written English," Vol. XI, No. 4, p. 1.
- Henrichsen, Lynn E., "An ESL-ABE Video Tape Bank, a Review," Vol. XI, No. 4, p. 5.
- Henrichsen, Lynn E., "English through Continuing Education at BYU—Hawaii," Vol. XI, No. 1, p. 12.
- Henrichsen, Lynn E., "Is the Language Laboratory Dead?" Vol. IX, No. 4, p. 1.
- Henrichsen, Lynn E., "Sector Analysis and Working Sentences," Vol. X, No. 3, p. 10; Vol. X, No. 4, p. 5.
- Henrichsen, Lynn E., "Teacher Preparation in TESOL: A Brief Report on Responses to an International Questionnaire," Vol. XII, No. 2, p. 1.
- Huebner, Thomas G., "Report on the 1978 TESOL Convention," Vol. XI, No. 4, p. 8.
- Hunt, George, "I Am a Mouth," Vol. III, No. 3, p. 3.
- Hurst, Duane, "Teaching Grammar Through Games," Vol. VII, No. 3, p. 4.
- Ilyin, Donna, "Valuing—An ESL Activity," Vol. VIII, No. 3, p. 4.
- Ilyin, Donna, "What Grade is Dr. Chan In?" Vol. VIII, No. 4, p. 1.
- James, Mark, Jon Williams, and Jonathan S. Durrett, "Aural Comprehension: Mini Lessons in Listening Competency," Vol. XI, No. 2, p. 10.
- James, Mark, "The Strip Story: Making it Work for You," Vol. XI, No. 4, p. 11.
- Jenson, Sidney L., "Children's Literature and ESL," Vol. VII, No. 4, p. 1.
- Jenson, Sidney L., "Reading Instruction for Native and Second Language Students," Vol. VII, No. 1, p. 19.
- Khubchandani, Lachman M., "Second Language Teaching—A Classroom 'Exercise' or an 'Activity' for Interaction?" Vol. VIII, No. 3, p. 1.
- Larkin, Greg, "Report on Second Annual 'Year of Composition' Workshop," Vol. XI, No. 3, p. 13.

- Larkin, Greg, "Word Play," Vol. XII, No. 3, p. 8.
- Larkin, Greg, " 'Year of Composition' Workshop," Vol. X, No. 2, p. 12.
- Lawrence, Mary, "Enquiry Method and Problem Solving in the EFL Classroom," Vol. VI, No. 1, p. 1.
- Lee, Ke Soon, Ruth Crymes, and Wilma Oksendahl, "Guidelines For and By Immigrant Students," Vol. IX, No. 3, p. 4.
- Lee, Mo-Shuet, "Pronunciation Problems Different and Similar among Cantonese and Mandarin Speakers," Vol. IX, No. 4, p. 3.
- Levine, Linda New, "Generating Language through Media; Audio-Visual Production by the ESL Student," Vol. IX, No. 1, p. 1; Vol. IX, No. 2, p. 12.
- Lui, Tevita, "The Use of the Preposition 'ki' in Tongan," Vol. IX, No. 3, p. 11.
- Lund, Elizabeth, "Vital Role of Language Requires Best TESL Methods, Knowledge," Vol. V, No. 3, p. 4.
- McArthur, Janice, "Games, Songs, Finger Plays in TESL," Vol. III, No. 2, p. 3.
- McCaul, Mae, "Drills in Language Teaching," Vol. VI, No. 2, p. 6.
- McKeen, Betty W., "Pssst! Pshst!--Teaching a Basic Sound Contrast," Vol. II, No. 4, p. 7.
- McLeod, Beverly, "Reflections of a Language Learner," Vol. IX, No. 2, p. 2.
- Mann, Kenneth Eugene, "CCH Seminar in Intercultural Communication: A Short Course in Human Awareness," Vol. VII, No. 3, p. 1.
- Mann, Kenneth Eugene, " 'Intercultural Communication' Training: A Bridge for Human Understanding," Vol. VI, No. 4, p. 12.
- Marckwardt, Albert H., "The Foreign Language--Second Language Distinction," Vol. VIII, No. 2, p. 1.
- Miller, Michael D. "Computer Compatibility in the Classroom," Vol. X, No. 3, p. 5.
- Moran, Ross T. and Jonathan G. Erion, "Predictive Validity of the CELT," Vol. XI, No. 3, p. 1.
- Morton, Ernel J., "A Structural Comparison of Tongan and Samoan," Vol. I, No. 4, p. 1; Part II in Vol. II, No. 1, p. 5.
- Moss, Kenyon L., "Cloze Testing in Reading Comprehension," Vol. VI, No. 1, p. 3.
- Moss, Kenyon L., "Oral-Aural Proficiency Required," Vol. V, No. 3, p. 5.
- Moss, Kenyon L., "Teaching Conversation through Student Instruction," Vol. IX, No. 1, p. 8.
- Muse, Ivan D., "Micro-Teaching, Video-Taping and TESL Training," Vol. III, No. 2, p. 1.
- Nation, I. S. P., "Controlling the Teacher: A Listening Exercise," Vol. XII, No. 3, p. 3.
- Nilsen, Don L. F., "Lexical Decomposition and the Teaching of Vocabulary," Vol. V, No. 4, p. 13.

- Nilsen, Don L. F., "Linguistic and Non-Linguistic Images in Dr. Seuss: Or, How to Read between the Lines," Vol. XI, No. 1, p. 8.
- Ocampo, Jan, "Cultural Horizons and Language Usage," Vol. II, No. 3, p. 3.
- Oddous, Gary R., "Goldy Locks or Chocolate Cakes?" Vol. IX, No. 4, p. 13.
- Oddous, Gary R., "Hocus-Pocus or TPR?" Vol. X, No. 3, p. 13.
- Oksendahl, Wilma, Ruth Crymes, and Ke Soon Lee, "Guidelines For and By Immigrant Students," Vol. IX, No. 3, p. 4.
- Olsen, Judy E. Winn-Bell, "Some Games for Teaching Beginning TESL," Vol. IX, No. 2, p. 6.
- Oshima, Kathy, "Games in TESL," Vol. VI, No. 1, p. 14.
- Pack, Alice C., "Cloze Testing and Procedure," Vol. VI, No. 2, p. 1.
- Pack, Alice C., "A Comparison Between TOEFL and Michigan Test Scores and Student Success in (1) Freshman English and (2) Completing a College Program," Vol. V, No. 4, p. 1.
- Pack, Alice C., "ELI Textbook Survey," Vol. IV, No. 2, p. 1.
- Pack, Alice C., "English Skills Lab . . . An Individualized Program," Vol. XII, No. 3, p. 10.
- Pack, Alice C., "Form Class Baseball: A TESL Game," Vol. IV, No. 1, p. 10.
- Pack, Alice C., "The Functions of BE in English," Vol. VII, No. 1, p. 14.
- Pack, Alice C., "The Functions of DO, CAN and WILL in English," Vol. VII, No. 3, p. 14.
- Pack, Alice C., "The Functions of HAVE in English," Vol. VII, No. 2, p. 7.
- Pack, Alice C., "How to Construct a Crossword Puzzle," Vol. XI, No. 3, p. 8.
- Pack, Alice C., "Instant Involvement: Those Valuable First Minutes in the ESL Classroom," Vol. IX, No. 2, p. 15.
- Pack, Alice C., "Interpretations of Kinesics Are Cultural Not Universal," Vol. VI, No. 1, p. 6; Vol. VI, No. 2, p. 8; Vol. VI, No. 3, p. 10.
- Pack, Alice C., "Native Language Environment Is Source of Confusion," Vol. I, No. 1, p. 5.
- Pack, Alice C., "Normal Word Order in the English Noun Phrase," Vol. V, No. 1, p. 6.
- Pack, Alice C., and Gerald Dykstra, "Possible Consonant Clusters in English (Initial)," Vol. V, No. 3, p. 8.
- Pack, Alice C., "Pronoun Chart," Vol. V, No. 2, p. 8.
- Pack, Alice C., "A TESL Game for Constructing Sentences," Vol. VII, No. 4, p. 3.
- Pack, Alice C., "TESL in the Total School Curriculum," Vol. II, No. 4, p. 1.
- Pack, Alice C., "Teaching the 'th' of English," Vol. I, No. 4, p. 5.

- Pack, Alice C., "Tense Uses in English," Vol. VII, No. 4, p. 19.
- Pack, Alice C., "Tongan and Samoan 'Fai' Contrasted with English 'Do' and 'Make,'" Vol. I, No. 2, p. 5.
- Pack, Alice C., "The Use of 'How Much' and 'How Many' in TESL Textbooks," Vol. II, No. 2, p. 9; Vol. II, No. 3, p. 5.
- Pack, Alice C., "The Use of Stick Figures in the TESL Classroom," Vol. X, No. 2, p. 4.
- Pack, Alice C., "Yes-No Questions and the Disjunctive 'Or,'" Vol. III, No. 3, p. 6.
- Pack, Alice C., "Your Gestures and Mannerisms: A Help or Hindrance?" Vol. II, No. 1, p. 3.
- Pang, Gladys and Deborah Chu, "Using the Personal Pronoun 'I' as a Compound Subject," Vol. III, No. 1, p. 3.
- Patterson, Allan D., "English Oral Language," Vol. IV, No. 3, p. 5.
- Paxman, David, "Track Diagrams," Vol. XII, No. 1, p. 10.
- Peutl, Ernst, "Classroom Use of Language Records," Vol. III, No. 3, p. 11.
- Pickering, R. Brent, "Developmental Speech Classes," Vol. VI, No. 3, p. 3.
- Plaister, Ted, "Mother Goose and ESL," Vol. VII, No. 2, p. 1.
- Plaister, Ted, "On the Necessity for Specialized Materials in ESOL," Vol. VIII, No. 1, p. 4.
- Plaister, Ted, "Providing Practice Teaching through Peer Teaching: A Realistic Approach," Vol. X, No. 4, p. 1.
- Plaister, Ted, "Teaching and Testing," Vol. I, No. 2, p. 3.
- Platt, John T., "Some Restrictions on Reduplication of Adjectives in English," Vol. VI, No. 4, p. 6.
- Port, Richard J., "Controlled, Guided and Free Writing," Vol. I, No. 4, p. 3.
- Realin, Patricia P., "Teaching English through Songs and Games," Vol. X, No. 1, p. 4.
- Root, Christine Baker, "The Use of Personal Journals in the Teaching of ESOL," Vol. XII, No. 2, p. 3.
- Schaafsma, Henry M., "Feedback: An Anti-Madeirization Compound," Vol. III, No. 1, p. 1.
- Shen, Yao, "Co-occurrence and Non-co-occurrence of Tense Carrier and Verb in Simple Predicates," Vol. V, No. 3, p. 6.
- Shen, Yao, "Distinguishing Two Types of Sentences by Retrieval," Vol. IX, No. 3, p. 6.
- Shen, Yao, "The Importance of Identifying the Tense Carrier in Simple Affirmative Sentences," Vol. VII, No. 1, p. 3.
- Shen, Yao, "Morphological and Syntactic Complementation of Two Modals and Three Auxiliaries," Vol. VIII, No. 2, p. 10.

- Shen, Yao, "Proverbs and Propredicates in English," Vol. IX, No. 4, p. 10.
- Shen, Yao, "A Simple Predicate in English," Vol. IX, No. 2, p. 10.
- Shen, Yao, "Supplementation of Opposites in Simple Predicate Expansion," Vol. IV, No. 1, p. 3; Vol. IV, No. 2, p. 8; Vol. IV, No. 3, p. 7.
- Shen, Yao, "The Tense Carrier in Negative Sentences and Tag-Questions," Vol. VII, No. 2, p. 4.
- Shen, Yao, "The Tense Carrier in Two Kinds of Wh-Sentences," Vol. VII, No. 3, p. 3.
- Shen, Yao, "Transformational, Structural, and Traditional Grammars as Classifications," Vol. I, No. 3, p. 5.
- Shen, Yao, "Vocabulary Participation and Grammatical Formula Shifts," Vol. III, No. 2, p. 6.
- Shen, Yao, "What Are Your Answers, ESL Teachers?" Vol. III, No. 3, p. 1.
- Shook, Ronald, "Discourse Structure in Reading," Vol. X, No. 2, p. 1; Vol. X, No. 3, p. 6; Vol. X, No. 4, p. 10.
- Shook, Ronald, "Sentence Combining: A Theory and Two Reviews," Vol. XI, No. 3, p. 4.
- Shumway, Eric B., "BYU-Hawaii TESL Major Revision," Vol. XII, No. 3, p. 5.
- Shumway, Eric B., "Tonga II: A Peace Corps Program," Vol. I, No. 3, p. 3.
- Sims, Diana Mae, "Teaching Written English to Adult ESL Students: Some Critical Annotations of Current Teacher Materials," Vol. XII, No. 2, p. 6.
- Smith, Larry E., "The Art of Change in ESOL or How to Create an Elephant," Vol. IX, No. 1, p. 4.
- Smith, Larry E., "ESOL→EIAL: A Position Paper on the Teaching/Learning of English as an International Auxiliary Language," Vol. X, No. 1, p. 1.
- Smith, Larry E., "English for International Communication," Vol. IX, No. 3, p. 3.
- Smith, Larry E., "What is Individualism in TESL?" Vol. VIII, No. 1, p. 1.
- Smith, Wallace W., "Carefree English," Vol. V, No. 2, p. 4.
- Springstead, C. F., "The Panel of Experts: A Teaching Device," Vol. IX, No. 3, p. 1.
- Takakura, Judy, "Games for Second Language Teaching," Vol. VI, No. 1, p. 12.
- Tangitau, Vuki, "Intensive and Extensive Reading," Vol. VII, No. 1, p. 7.
- Tippetts, Robert, "ESL Authority (Dr. Arthur Henry King) on CCH Campus," Vol. V, No. 3, p. 1.
- Tippetts, Robert and C. Jay Fox, "A Portfolio Program for Teaching English Composition," Vol. IV, No. 3, p. 1.
- Udarbe, John, "Bachelor's Program in American Samoa," Vol. X, No. 2, p. 8.

- Vaioleti, Cecelia, "Vocabulary Bingo—A TESL Game," Vol. V, No. 4, p. 12.
- Via, Richard and Eloise Hayes, "A Lesson in Creative Dramatics," Vol. VI, No. 4, p. 3.
- Via, Richard, "TESL and Creative Drama," Vol. V, No. 2, p. 1.
- Via, Richard, "Talk and Listen," Vol. VIII, No. 4, p. 6.
- Weissberg, Robert C., "Progressive Decontrol through Deletion: A Guided Writing Technique for Advanced ESL Learners in Technical Fields," Vol. XI, No. 2, p. 1.
- Werner, Kenneth, "JOBS," Vol. VI, No. 3, p. 4.
- Weusthoff, Carla, "Teaching Pattern Practice with a Language Game," Vol. II, No. 1, p. 7.
- Wigfield, Jack, "Conversations and Dialogues," Vol. VIII, No. 1, p. 6.
- Wigfield, Jack, "ESL Adult Literacy: A New Use for Dialogues," Vol. X, No. 1, p. 6.
- Wigfield, Jack, "Research on Sequencing," Vol. X, No. 2, p. 10.
- Wiggin, B. and Bonnie Araman, "ESL Reading: Research and Applications," Vol. XI, No. 1, p. 4.
- Williams, Jon, Mark James, and Jonathan S. Durrett, "Aural Comprehension: Mini-Lessons in Listening Competency," Vol. XI, No. 2, p. 10.
- Williams, Roger K., "Cloze Testing—An Answer to Mr. Aitken's Article," Vol. IX, No. 1, p. 12.
- Williams, Roger K., "Problems in Cloze Testing," Vol. VII, No. 4, p. 7.
- Yamada, Kay M., "TESL and Speech Communication," Vol. IV, No. 4, p. 5.
- Yoshida, Norman J., "'Password,' Anyone?" Vol. II, No. 4, p. 3.
- Young, Cless and Ronald E. Glenn, "Attitudinal Factors and Achievement: How to Pass School 'C' English," Vol. XII, No. 1, p. 7.

SUBJECT HEADINGS

Adult Education  
Audio-Visual Aids  
Bilingualism  
Book Reviews  
Contrastive Studies  
Conventions, Seminars, and Workshops  
Culture  
Curriculum  
Dialogues  
Drama in ESL  
ESP (English for Special Purposes)  
Evaluation of Textbooks  
Games  
Grammar  
Guided Composition  
Language Acquisition  
Language Laboratory  
Letters to the Editor  
Listening  
Literature for/in ESL  
Materials  
Morphology  
Phonology  
Profession  
Psycholinguistics  
Reading  
Second Language Learning  
Sociolinguistics  
Songs  
Speaking  
Teaching Techniques  
Testing  
Visual Aids  
Vocabulary  
Writing

**SUBJECT INDEX**

*TESL REPORTER, VOLUMES I–XII*

**ADULT EDUCATION**

- Currie, Sally, "Teaching Writing Skills to Adult Navajos," Vol. X, No. 1, p. 10.
- Hendrichsen, Lynn E., "English 'through Continuing Education at BYU-Hawaii," Vol. XI, No. 1, p. 12.
- Ilyin, Donna, "What Grade is Dr. Chan In?" Vol. VIII, No. 4, p. 1.
- Sims, Diana Mae, "Teaching Written English to Adult ESL Students: Some Critical Annotations of Current Teacher Materials," Vol. XII, No. 2, p. 6.
- Udarbe, John, "Bachelor's Program in American Samoa," Vol. X, No. 2, p. 8.
- Wigfield, Jack, "ESL Adult Literacy: A New Use for Dialogues," Vol. X, No. 1, p. 6.

**AUDIO-VISUAL AIDS**

- Levine, Linda New, "Generating Language through Media: Audio-Visual Production by the ESL Student," Vol. IX, No. 1, p. 1; Vol. IX, No. 2, p. 12.
- Henrichsen, Lynn E., "An ESL-ABE Video Tape Bank, a Review," Vol. XI, No. 4, p. 5.
- Muse, Ivan D., "Micro-Teaching, Video-Taping and TESL Training," Vol. III, No. 2, p. 1.
- Peutl, Ernst, "Classroom Use of Language Records," Vol. III, No. 3, p. 11.
- Yamada, Kay M., "TESL and Speech Communication," Vol. IV, No. 4, p. 5.

**BILINGUALISM**

- Crymes, Ruth, Ke Soon Lee, and Wilma Oksendahl, "Guidelines For and By Immigrant Students," Vol. IX, No. 3, p. 4.
- Smith, Larry E., "ESOL--EIAL: A Position Paper on the Teaching/Learning of English as an International Auxiliary Language," Vol. X, No. 1, p. 1.
- Werner, Kenneth, "JOBS," Vol. VI, No. 3, p. 4.
- " 'Bilingualism' is Major Theme of 1968 TESOL Convention held in Texas," Vol. I, No. 3, p. 11.

**BOOK REVIEWS**

- Allen, Edward D. and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English as a Second Language* (J. E. Ford), Vol. XI, No. 2, p. 15.



- Anderson, Cora, *English Idioms and Idiomatic Expressions, Workbook I* (A. C. Pack), Vol. IX, No. 4, p. 12.
- Barnard, Helene, *Advanced English Vocabulary, Book I* (A. C. Pack), Vol. VI, No. 1, p. 15.
- Breckenridge, Robert G., *Access to English as a Second Language* (S. Goldsberry), Vol. VIII, No. 4, p. 7.
- Brown, Thomas H. and Karl C. Sandberg, *Conversational English* (D. C. Butler), Vol. III, No. 2, p. 9.
- Campbell, Russell N. and Maryruth Bracy, *Letters from Roger: Exercises in Communication* (M. E. Foley), Vol. VI, No. 1, p. 16.
- Croft, Kenneth and Billye W. Brown (eds.), *Science Readings for Students of English as a Second Language* (A. C. Pack), Vol. IV, No. 4, p. 4.
- Crymes, Ruth, et al., *Developing Fluency in English* (D. C. Butler), Vol. IX, No. 2, p. 9.
- Dixson, Robert J., et al., *The U.S.A.* (Vol. 1-3), (B. Crethar), Vol. V, No. 1, p. 9.
- Dobson, Julia M. and Frank Sedwick, *Conversation in ENGLISH: Points of Departure* (A. C. Pack), Vol. IX, No. 1, p. 13.
- Dobson, Julia M., *Effective Techniques for English Conversation Groups* (A. C. Pack), Vol. VIII, No. 3, p. 15.
- Draper, George and Edgar Sather, *It's All in a Day's Work* (A. C. Pack), Vol. XII, No. 1, p. 16.
- Dykstra, Gerald, Richard Port, and Antonette Port, *Ananse Tales: A Course in Controlled Composition* Vol. IV, No. 2, p. 6.
- Dykstra, Gerald, *Composition: Guided-Free Programs 5-8* (L. E. Henrichsen), Vol. XII, No. 2, p. 16.
- Erazmus, Edward T. and Harry J. Cargas, *English as a Second Language: A Reader* (A. C. Pack), Vol. IV, No. 1, p. 7.
- Falk, Julia S., *Linguistics and Language* (W. Gallagher), Vol. VII, No. 2, p. 13.
- Finocchiaro, Mary and Michael Bonomo, *The Foreign Language Learner: A Guide for Teachers* (A. C. Pack), Vol. VIII, No. 3, p. 15.
- Fishman, Joshua A., Robert L. Cooper, and Andrew W. Conrad, *The Spread of English: The Sociology of English as an Additional Language* (J. E. Ford), Vol. XII, No. 1, p. 12.
- Frank, Marcella, *Modern English: A Practical Reference Guide* and *Modern English: Exercises for Non-Native Speakers* (A. C. Pack), Vol. VI, No. 3, p. 7.
- Gallingane, Glory and Donald Byrd, *Write Away: A Course for Writing English as a Second Language, Book I* (R. Shook), Vol. XI, No. 3, p. 7.
- Gay, Charles W., Robert B. Kaplan, and Ron D. Schoesler, *Learning English through Type-writing* (A. C. Pack), Vol. III, No. 4, p. 7.
- Gibson, Richard and Christine Gibson, *English through Pictures* (B. Crethar), Vol. IV, No. 4, p. 12.

- Grindell, Robert M., Leonard R. Marelli, and Harvey Nadler (eds.), *American Readings: A Saxon Series in English as a Second Language* (A. Hemi), Vol. V, No. 3, p. 12.
- Hall, Eugene J., *English Self-Taught: A Multimedia Programmed Course in English as a Second Language* (M. E. Foley), Vol. VIII, No. 2, p. 20.
- Hall, Eugene J., *Grammar for Use, Books 1 & 2* (A. C. Pack), Vol. VIII, No. 1, p. 13.
- Harris, David P., *Testing English as a Second Language* (A. C. Pack), Vol. III, No. 1, p. 10.
- Hirasawa, Louise and Linda Markstein, *Developing Reading Skills* (A. C. Pack), Vol. VIII, No. 3, p. 15.
- Kearny, Mary A. and James Baker, *Life, Liberty and the Pursuit of Happiness* (A. C. Pack), Vol. XI, No. 4, p. 15.
- Krohn, Robert, *English Sentence Structure* (A. C. Pack), Vol. V, No. 4, p. 20.
- Kurilecz, Margaret, *Man and His World: A Structured Review* (D. C. Butler), Vol. III, No. 4, p. 7.
- Lawrence, Mary S., *Writing as a Thinking Process* (A. C. Pack), Vol. VI, No. 4, p. 14.
- Line, Anna H. *Yesterday and Today in the U.S.A.* (G. Larkin), Vol. X, No. 3, p. 9.
- Lugton, Robert C. (ed.), *Toward a Cognitive Approach to Second Language Acquisition* (A. C. Pack), Vol. V, No. 2, p. 3.
- McConochie, Jean A., *Twentieth Century American Short Stories* (K. Moss), Vol. IX, No. 4, p. 15.
- McIntoch, Lois, Teresita V. Ramos, and Rosalina M. Goulet, *Advancing in English* (A. C. Pack), Vol. IV, No. 1, p. 7.
- Mackin, Ronald, *A Short Course in Spoken English* (K. Moss), Vol. IX, No. 2, p. 8.
- Matthews, Patricia E. and Sabattat Tura, *Practice, Plan and Write: Guided Composition for Students of English* (S. Goldsberry), Vol. VII, No. 4, p. 9.
- Mellgren, Lars and Michael Walker, *New Horizons in English, Texts, Teachers, Guides and Workbooks, Levels 1-5* (S. Goldsberry), Vol. IX, No. 1, p. 15.
- Morley, Joan, *Improving Aural Comprehension* (A. C. Pack), Vol. VI, No. 4, p. 19.
- Morely, Joan, *Listening Dictation* (W. Gallagher), Vol. X, No. 2, p. 7.
- Neustadt, Bertha C., *Speaking of the USA: A Reader for Discussion* (K. Moss), Vol. IX, No. 4, p. 15.
- Nilsen, Don L. F. and Alleen P. Nilsen, *Pronunciation Contrasts in English* (A. C. Pack), Vol. V, No. 1, p. 9.
- Pack, Alice C., *Dyad Learning Program: Prepositions* (L. E. Henrichsen), Vol. X, No. 4, p. 15.
- Pack, Alice C. and Robert O. Joy, *Learning to Type in English as a Second Language* (J. R. Bradshaw), Vol. X, No. 1, p. 13.

- Rainsbury, Robert, *Written English: An Introduction for Beginning Students of English as a Second Language* (R. Shook), Vol. XI, No. 3, p. 5.
- Rand, Earl, *Constructing Dialogues and Constructing Sentences* (A. C. Pack), Vol. V, No. 3, p. 16.
- Rank, Hugh, *The USA: A Commentary* (M. E. Foley), Vol. VI, No. 1, p. 15.
- Rutherford, William E., *Modern English* (D. C. Butler), Vol. III, No. 3, p. 10.
- Spencer, D. H., *Guided Composition Exercises* (A. C. Pack), Vol. VI, No. 1, p. 16.
- Trimble, Martha S., *Programmed Review of English* (A. C. Pack), Vol. III, No. 2, p. 9.
- Via, Richard, *English in Three Acts* (A. C. Pack), Vol. IX, No. 4, p. 15.
- Withers, Sara, *The United Nations in Action: A Structured Reader* (D. C. Butler), Vol. III, No. 4, p. 7.
- Wright, Audrey L. and James H. McGillivray, *Let's Learn English, Books 1 and 2* (A. C. Pack), Vol. V, No. 2, p. 14.

### CONTRASTIVE STUDIES

- Aitken, Kenneth G., "The Contrastive Analysis Hypothesis and ESL Proficiency Testing," Vol. X, No. 3, p. 16.
- Alter, Jason B., "A Horse of a Different Color? (Cross-Culture Insights in the TESL Classroom)," Vol. XII, No. 1, p. 8.
- Alter, Jason B., "The Inscrutability of Chinese Names, Family and Given," Vol. VII, No. 2, p. 3.
- Edamatsu, Fred J., "The Japanese Psycho-Social Barrier in Learning English," Vol. XII, No. 1, p. 4.
- Eggington, Bill, "Teaching English in Korea," Vol. VII, No. 4, p. 10.
- Hunt, George, "I Am a Mouth," Vol. III, No. 3, p. 3.
- Lee, Mo-Shuet, "Pronunciation Problems Different and Similar among Cantonese and Mandarin Speakers," Vol. IX, No. 4, p. 3.
- Lui, Tavita, "The Use of the Preposition 'ki' in Tongan," Vol. IX, No. 3, p. 11.
- Morton, Ermel J., "A Structural Comparison of Tongan and Samoan," Vol. I, No. 4, p. 1; Part II in Vol. II, No. 1, p. 5.
- Pack, Alice C., "Tongan and Samoan 'Fai' Contrasted with English 'Do' and 'Make,'" Vol. I, No. 2, p. 4.

## CONVENTIONS, SEMINARS, AND WORKSHOPS

- Foley, Michael E. and William K. Gallagher, "TESOL Convention Report," Vol. VIII, No. 3, p. 12.
- Henrichsen, Lynn E., "English through Continuing Education at BYU-Hawaii," Vol. XI, No. 1, p. 12.
- Huebner, Thomas G., "Report on the 1978 TESOL Convention," Vol. XI, No. 4, p. 8.
- Larkin, Greg, "Report on Second Annual 'Year of Composition' Workshop," Vol. XI, No. 3, p. 13.
- Larkin, Greg, "'Year of Composition' Workshop," Vol. X, No. 2, p. 12.
- Mann, Kenneth Eugene, "CCH Seminar in Intercultural Communication: A Short Course in Human Awareness," Vol. VII, No. 3, p. 1.
- Tippetts, Robert, "ESL Authority (Dr. Arthur Henry King) on CCH Campus," Vol. V, No. 3, p. 1.
- "'Bi-lingualism' is Major Theme of 1968 TESOL Convention held in Texas," Vol. I, No. 3, p. 11.
- "ESL Training Programs," Vol. XII, No. 3, p. 2.
- "Formation of Asia-Pacific Island TESOL Association Suggested," Vol. I, No. 3, p. 12.
- "Japanese Groups in Summer Session," Vol. V, No. 1, p. 10.
- "SEAMEC Regional English Language Center in Singapore in Operation," Vol. III, No. 1, p. 12.
- "Second Annual Composition Workshop," Vol. XI, No. 1, p. 22.
- "Workshops in Fiji," Vol. VIII, No. 3, p. 8.

## CULTURE

- Alter, Jason B., "A Horse of a Different Color? (Cross-Culture Insights in the TESL Classroom)," Vol. XII, No. 1, p. 8.
- Alter, Jason B., "The Scrutable Chinese," Vol. XI, No. 2, p. 5.
- Crymes, Ruth, Ke Soon Lee, and Wilma Oksendahl, "Guidelines For and By Immigrant Students," Vol. IX, No. 3, p. 4.
- Czarnecki, Karen E., "Culture and Content: Decoding Traffic Signs," Vol. IX, No. 3, p. 13.
- Foliaki, Lopeti, "The Search for Unity—A Proposal of Instituting a Universal Language to Help Unravel World Problems," Vol. VII, No. 4, p. 12.
- Garside, Jayne G., "Reflections of a Non-TESL Person in a TESL Setting," Vol. V, No. 4, p. 16.

Grant, Ron, "Peer Teaching in American Samoa—Forget It!" Vol. XI, No. 1, p. 7.

Harms, L. S., "Intercultural Communication," Vol. VIII, No. 2, p. 4.

Mann, Kenneth Eugene, " 'Intercultural Communication' Training: A Bridge for Human Understanding," Vol. VI, No. 4, p. 12.

Ocampo, Jan, "Cultural Horizons and Language Usage," Vol. II, No. 3, p. 3.

Pack, Alice C., "Interpretations of Kinesics Are Cultural Not Universal," Vol. VI, No. 1, p. 6; Vol. VI, No. 2, p. 8; Vol. VI, No. 3, p. 10.

Pack, Alice C., "Native Language Environment Is Source of Confusion," Vol. I, No. 1, p. 5.

Werner, Kenneth, "JOBS," Vol. VI, No. 3, p. 4.

### CURRICULUM

Allen, Virginia French, "Trends in the Teaching of Reading," Vol. VI, No. 4, p. 1.

Conway, William D., "TESL—An Undergraduate Major Program," Vol. II, No. 3, p. 9.

Conway, William D., "TESL Curriculum: The Foundation Is What Counts," Vol. IV, No. 3, p. 3.

Crethar, Betty M., "ELI Library Skills: An Evaluation of a CCH Spring Class," Vol. V, No. 1, p. 8.

Cunningham, William H., "TESL in Hawaii's Public Schools," Vol. VIII, No. 2, p. 7.

Fox, C. Jay, "BYU-Hawaii Campus BATESL Requirements," Vol. VIII, No. 1, p. 8.

Fox, C. Jay, "English—TESL—ELI Programs at the Church College of Hawaii," Vol. VI, No. 3, p. 2.

Lund, Elizabeth, "Vital Role of Language Requires Best TESL Methods, Knowledge," Vol. V, No. 3, p. 4.

Miller, Michael D., "Computer Compatibility in the Classroom," Vol. X, No. 3, p. 5.

Muse, Ivan D., "Micro-Teaching, Video-Taping and TESL Training," Vol. III, No. 2, p. 1.

Pack, Alice C., "English Skills Lab . . . An Individualized Program," Vol. XII, No. 3, p. 10.

Pack, Alice C., "TESL in the Total School Curriculum," Vol. II, No. 4, p. 1.

Pickering, R. Brent, "Developmental Speech Classes," Vol. VI, No. 3, p. 3.

Plaister, Ted, "Providing Practice Teaching through Peer Teaching: A Realistic Approach," Vol. X, No. 4, p. 1.

Shumway, Eric B., "BYU-Hawaii TESL Major Revision," Vol. XII, No. 3, p. 5.

Udarbe, John, "Bachelor's Program in American Samoa," Vol. X, No. 2, p. 8.

Werner, Kenneth, "JOBS," Vol. VI, No. 3, p. 4.

- “Church College of Western Samoa Plans Revised TESL Curriculum,” Vol. I, No. 4, p. 4.
- “Correlated English—ELI Program at CCH,” Vol. V, No. 2, p. 10.
- “ESL Training Programs,” Vol. XII, No. 3, p. 2.
- “Undergraduate TESL Major Curriculum is Restructured,” Vol. II, No. 3, p. 12.

### DIALOGUES

- Alter, Jason B., “A Broader Concept of Minimal Pairs,” Vol. III, No. 2, p. 5.
- Alter, Jason B., “The Utterance-Response Method to Pattern Drill,” Vol. II, No. 1, p. 1.
- Cortez, Emilio G., “Dialogues for Elementary School Second Language Learners,” Vol. VIII, No. 4, p. 4.
- Cortez, Emilio G., “Incidental Learning Via Pedagogic Dialogues,” Vol. X, No. 1, p. 12.
- McCaul, Mae, “Drills in Language Teaching,” Vol. VI, No. 2, p. 6.
- Shen, Yao, “Distinguishing Two Types of Sentences by Retrieval,” Vol. IX, No. 3, p. 6.
- Via, Richard, “Talk and Listen,” Vol. VIII, No. 4, p. 6.
- Wigfield, Jack, “Conversations and Dialogues,” Vol. VIII, No. 1, p. 6.
- Wigfield, Jack, “ESL Adult Literacy: A New Use for Dialogues,” Vol. X, No. 1, p. 6.

### DRAMA IN ESL

- Gallagher, William K., “English Conversation through Classroom Dramatics,” Vol. VII, No. 4, p. 4.
- Hayes, Eloise and Richard Via, “A Lesson in Creative Dramatics,” Vol. VI, No. 4, p. 3.
- Via, Richard, “TESL and Creative Drama,” Vol. V, No. 2, p. 1.

### ESP (ENGLISH FOR SPECIAL PURPOSES)

- Smith, Larry E., “ESOL→EIAL: A Position Paper on the Teaching/Learning of English as an International Auxiliary Language,” Vol. X, No. 1, p. 1.
- Smith, Larry E., “English for International Communication,” Vol. IX, No. 3, p. 3.

### EVALUATION OF TEXTBOOKS

(See Also Book Reviews)

- Pack, Alice C., “ELI Textbook Survey,” Vol. IV, No. 2, p. 1.
- Pack, Alice C., “The Use of ‘How Much’ and ‘How Many’ in TESL Textbooks,” Vol. II, No. 2, p. 9; Vol. II, No. 3, p. 5.
- Sims, Diana Mae, “Teaching Written English to Adult ESL Students: Some Critical Annotations of Current Teacher Materials,” Vol. XII, No. 2, p. 6.

## GAMES

- Ah Ching, Rosita, "Learning with Games," Vol. VIII, No. 1, p. 10.
- Alter, Jason B., "In-Class Dynamics in TESL," Vol. XI, No. 4, p. 4.
- Alter, Jason B., "Using a Telephone Directory to Teach English as a Second Language," Vol. IV, No. 3, p. 11.
- Cortez, Emilio G., "The ABC Principle and the Second-Language Learner," Vol. VIII, No. 1, p. 3.
- Cortez, Emilio G., "The Game Setting: An Avenue to More English," Vol. VIII, No. 2, p. 19.
- Cortez, Emilio G., "Repetition Within a Fun Context," Vol. X, No. 4, p. 4.
- Crethar, Betty M., "More on Using a Telephone Directory to Teach English as a Second Language," Vol. IV, No. 4, p. 6.
- Croft, Kenneth, "Dictionary Use in ESL Courses," Vol. VII, No. 1, p. 1.
- Czarnecki, Karen E., "Culture and Content: Decoding Traffic Signs," Vol. IX, No. 3, p. 13.
- Ford, James E., "Improving Reading Comprehension through Peer Persuasion and Competition," Vol. XI, No. 1, p. 3.
- Fujimoto, Miriam, "The Use of Games in ESL Teaching," Vol. VI, No. 2, p. 3.
- Guerrero, Joe C., "Action Games in TESL," Vol. III, No. 4, p. 3.
- Harris, Kelly, Jr., "A Lesson on Synonyms, Antonyms, and Homonyms for ESL Students," Vol. VII, No. 2, p. 11.
- Harris, Kelly, Jr., "Using Crossword Puzzles in TESL," Vol. VIII, No. 1, p. 10.
- Hurst, Duane, "Teaching Grammar through Games," Vol. VII, No. 3, p. 4.
- Larkin, Greg, "Word Play," Vol. XII, No. 3, p. 5.
- McArthur, Janice, "Games, Songs, Finger Plays in TESL," Vol. III, No. 2, p. 3.
- Olsen, Judy E. Winn-Bell, "Some Games for Teaching Beginning TESL," Vol. IX, No. 2, p. 6.
- Oshima, Kathy, "Games in TESL," Vol. VI, No. 1, p. 14.
- Pack, Alice C., "Form Class Baseball: A TESL Game," Vol. IV, No. 1, p. 10.
- Pack, Alice C., "How to Construct a Crossword Puzzle," Vol. XI, No. 3, p. 8.
- Pack, Alice C., "A TESL Game for Constructing Sentences," Vol. VII, No. 4, p. 3.
- Realin, Patricia P., "Teaching English through Songs and Games," Vol. X, No. 1, p. 4.
- Springstead, C. F., "The Panel of Experts: A Teaching Device," Vol. IX, No. 3, p. 1.
- Takakura, Judy, "Games for Second Language Teaching," Vol. VI, No. 1, p. 12.

- Weusthoff, Carla, "Teaching Pattern Practice with a Language Game," Vol. II, No. 1, p. 7.
- Vaioleti, Cecelia, "Vocabulary Bingo—A TESL Game," Vol. V, No. 4, p. 12.
- Yoshida, Norman J., "'Password,' Anyone?" Vol. II, No. 4, p. 3.
- "TESL Game—Connecting Clauses," Vol. V, No. 2, p. 10.

### GRAMMAR

- Al-Khuli, Muhammed Ali, "The TESL Teacher and English Prefixes," Vol. X, No. 4, p. 8.
- Al-Khuli, Muhammed Ali, "The TESL Teacher and English Suffixes," Vol. XI, No. 1, p. 17.
- Allen, Walter P., "Suggestion from a Reader," Vol. V, No. 4, p. 19.
- Alter, Jason B., "The LEXINYM—A Brand-New Concept for the Language Teacher," Vol. IX, No. 1, p. 10.
- Arapoff, Nancy A., "A Jabberwockian Approach to Discourse Analysis," Vol. II, No. 2, p. 3.
- Coltharp, Lurline H., "The Schwa," Vol. III, No. 3, p. 5.
- Conway, William D., "An Approach to the [I] [i] Contrast," Vol. I, No. 1, p. 3.
- Decker, Donald M., "Drilling English Auxiliary Verbs in ESL Classes," Vol. VIII, No. 2, p. 13.
- Dykstra, Gerald and Alice C. Pack, "Possible Consonant Clusters in English (Initial)," Vol. V, No. 3, p. 8.
- Fries, Peter H., "English Noun Phrase Construction," Vol. VI, No. 1, p. 8.
- Fries, Peter H., "On Repeatability and Reduplication," Vol. III, No. 4, p. 1.
- Harris, Kelly, Jr., "A Lesson on Synonyms, Antonyms, and Homonyms for ESL Students," Vol. VII, No. 2, p. 11.
- Henrichsen, Lynn E., "Sector Analysis and Working Sentences," Vol. X, No. 3, p. 10; Vol. X, No. 4, p. 5.
- Hurst, Duane, "Teaching Grammar through Games," Vol. VII, No. 3, p. 4.
- Lui, Tavita, "The Use of the Preposition 'ki' in Tongan," Vol. IX, No. 3, p. 11.
- Pack, Alice C., "The Functions of BE in English," Vol. VII, No. 1, p. 14.
- Pack, Alice C., "The Functions of DO, CAN and WILL in English," Vol. VII, No. 3, p. 14.
- Pack, Alice C., "The Functions of HAVE in English," Vol. VII, No. 2, p. 7.
- Pack, Alice C., "Normal Word Order in the English Noun Phase," Vol. V, No. 1, p. 6.
- Pack, Alice C., "Pronoun Chart," Vol. V, No. 2, p. 8.
- Pack, Alice C., "Tense Uses in English," Vol. VIII, No. 4, p. 19.



- Pack, Alice C., "The Use of 'How Much' and 'How Many' in TESL Textbooks," Vol. II, No. 2, p. 9; Vol. II, No. 3, p. 5.
- Pack, Alice C., "Yes-No Questions and the Disjunctive Or," Vol. III, No. 3, p. 6.
- Pang, Gladys and Deborah Chu, "Using the Personal Pronoun 'I' as a Compound Subject," Vol. III, No. 1, p. 3.
- Platt, John T., "Some Restrictions on Reduplication of Adjectives in English," Vol. VI, No. 4, p. 6.
- Shen, Yao, "Co-occurrence and Non-co-occurrence of Tense Carrier and Verb in Simple Predicates," Vol. V, No. 3, p. 6.
- Shen, Yao, "Distinguishing Two Types of Sentences by Retrieval," Vol. IX, No. 3, p. 6.
- Shen, Yao, "The Importance of Identifying the Tense Carrier in Simple Affirmative Sentences," Vol. VII, No. 1, p. 3.
- Shen, Yao, "Morphological and Syntactic Complementation of Two Modals and Three Auxiliaries," Vol. VIII, No. 2, p. 10.
- Shen, Yao, "Proverbs and Propredicates in English," Vol. IX, No. 4, p. 10.
- Shen, Yao, "A Simple Predicate in English," Vol. IX, No. 2, p. 10.
- Shen, Yao, "Supplementation of Opposites in Simple Predicate Expansion," Vol. IV, No. 1, p. 3; Vol. IV, No. 2, p. 8; Vol. IV, No. 3, p. 7.
- Shen, Yao, "The Tense Carrier in Negative Sentences and Tag-Questions," Vol. VII, No. 2, p. 4.
- Shen, Yao, "The Tense Carrier in Two Kinds of Wh-Sentences," Vol. VII, No. 3, p. 3.
- Shen, Yao, "Transformational, Structural, and Traditional Grammars as Classifications," Vol. I, No. 3, p. 5.
- Shen, Yao, "Vocabulary Participation and Grammatical Formula Shifts," Vol. III, No. 2, p. 6.
- Shook, Ronald, "Sentence Combining: A Theory and Two Reviews," Vol. XI, No. 3, p. 4.
- Wigfield, Jack, "Research on Sequencing," Vol. X, No. 2, p. 10.

### GUIDED COMPOSITION

- Dykstra, Gerald, "Toward Interactive Modes in Guided Composition," Vol. X, No. 3, p. 1.
- Foley, Dolores A., "Teaching Composition to ESL Students," Vol. VI, No. 1, p. 10.
- Fox, C. Jay and Robert Tippetts, "A Portfolio Program for Teaching English Composition," Vol. IV, No. 3, p. 1.
- Port, Richard J., "Controlled, Guided and Free Writing," Vol. I, No. 4, p. 3.
- Weissberg, Robert C., "Progressive Decontrol through Deletion: A Guided Writing Technique for Advanced ESL Learners in Technical Fields," Vol. XI, No. 2, p. 1.

**LANGUAGE ACQUISITION**

- Adkins, Patricia G., "Language Acquisition and Dialectalism," Vol. IV, No. 1, p. 1.
- Benioni, Juanita, "The Silent Way: Another Method," Vol. XI, No. 1, p. 10.
- Conway, William D., "New Trends in Language Acquisition Theory," Vol. II, No. 2, p. 1.
- Cramer, Nancy Arapoff, "Language Acquisition," Vol. III, No. 4, p. 6.
- Curran, Douglas M., "2LL + CIM = TLP: An Equation That Can Total Success for Language Teaching," Vol. XI, No. 1, p. 1.
- "The Origin of Language—A Puzzle with the Missing Pieces," Vol. I, No. 1, p. 7.

**LANGUAGE LABORATORY**

- Fawson, E. Curtis, "ELI and English Skills in Joseph F. Smith Library-Media Complex," Vol. XI, No. 2, p. 8.
- Fawson, E. Curtis, "Groundbreaking Ceremonies for New BYU-HC Learning Center," Vol. IX, No. 3, p. 8.
- Foley, Michael E., "ELI Tutorial," Vol. VI, No. 3, p. 1.
- Fox, C. Jay, "A Report on the New Reading Clinic at CCH," Vol. VII, No. 2, p. 8.
- Henrichsen, Lynn E., "Is the Language Laboratory Dead?" Vol. IX, No. 4, p. 1.
- Pack, Alice C., "English Skills Lab . . . An Individualized Program," Vol. XII, No. 3, p. 10.

**LETTERS TO THE EDITOR**

- Allen, Walter P., Vol. VII, No. 4, p. 24.
- Jacobsen, Betty, Vol. VI, No. 4, p. 9.
- Johnson, Francis, Vol. I, No. 3, p. 12.
- Parker, Sandra L., Vol V, No. 4, p. 18.
- Paulston, Christina B., Vol. VI, No. 2, p. 2.
- Pinney, Margaret, Vol. V, No. 2, p. 15.
- Pope, Mary Louise, Vol. IV, No. 1, p. 12.
- Via, Richard, Vol. IX, No. 1, p. 14.

**LISTENING**

- James, Mark, Jon Williams, and Jonathan S. Durrett, "Aural Comprehension: Mini Lessons in Listening Competency," Vol. XI, No. 2, p. 10.
- Nation, I.S.P., "Controlling the Teacher; Listening Exercise," Vol. XII, No. 3, p. 3.
- Plaister, Ted, "Mother Goose and ESL," Vol. VII, No. 2, p. 1.
- Via, Richard, "Talk and Listen," Vol. VIII, No. 4, p. 6.
- "Listening Comprehension," Vol. V, No. 1, p. 5.

**LITERATURE FOR/IN ESL**

Jenson, Sidney L., "Children's Literature and ESL," Vol. VII, No. 4, p. 1.

Nilsen, Don L. F., "Linguistic and Non-Linguistic Images in Dr. Seuss: Or, How to Read between the Lines," Vol. XI, No. 1, p. 8.

Plaister, Ted, "Mother Goose in ESL," Vol. VII, No. 2, p. 1.

**MATERIALS**

Brimhall, Alice, "Sentence Expansion for the Elementary Level," Vol. III, No. 1, p. 6.

Dykstra, Gerald, "Summary of U.S.O.E. Project HE0084," Vol. V, No. 1, p. 1.

Gilbert, Judy, "Gadgets: Some Non-verbal Tools for Teaching Pronunciation," Vol. XI, No. 2, p. 6.

Henrichsen, Lynn E., "An ESL-ABE Video Tape Bank, a Review," Vol. XI, No. 4, p. 5.

Plaister, Ted, "On the Necessity for Specialized Materials in ESOL," Vol. VIII, No. 1, p. 4.

**MORPHOLOGY**

Shen, Yao, "Morphological and Syntactic Complementation of Two Modals and Three Auxiliaries," Vol. VIII, No. 2, p. 10.

**PHONOLOGY**

Chong, Maybelle, "The Consonant L in Initial and Final Positions," Vol. III, No. 1, p. 5.

Hunt, George, "I Am a Mouth," Vol. III, No. 3, p. 3.

McKeen, Betty W., "Psst! Pshst!—Teaching a Basic Sound Contrast," Vol. II, No. 4, p. 7.

Pack, Alice C., "Teaching the 'th' of English," Vol. I, No. 4, p. 5.

**PROFESSION**

Evans, Julene, "Why TESL?" Vol. IV, No. 2, p. 6.

Ford, James E., "Indexing the *TESL Reporter*: Interview with Alice C. Pack," Vol. XII, No. 4, p. 1.

Henrichsen, Lynn E., "Teacher Preparation in TESOL: A Brief Report on Responses to an International Questionnaire," Vol. XII, No. 2, p. 1.

Lund, Elizabeth, "Vital Role of Language Requires Best TESL Methods, Knowledge," Vol. V, No. 3, p. 4.

Shen, Yao, "What Are Your Answers, ESL Teachers?" Vol. III, No. 3, p. 1.

## PSYCHOLINGUISTICS

- Adkins, Patricia G., "Language Acquisition and Dialectalism," Vol. IV, No. 1, p. 1.
- Aitken, Kenneth G., "The Contrastive Analysis Hypothesis and ESL Proficiency Testing," Vol. X, No. 3, p. 16.
- Butler, David C., "Two Causes for Misapplication of Language Rules," Vol. IX, No. 2, p. 1.
- Choy, Esther A. Cup, "But They're Not Motivated," Vol. XI, No. 1, p. 14.
- Conway, William D., "New Trends in Language Acquisition," Vol. II, No. 2, p. 1.
- Cramer, Nancy Arapoff, "Language Acquisition," Vol. III, No. 4, p. 6.
- Dillon, Drew and Debbie Dillon, " 'The Psycho-Social Barrier' Revisited," Vol. XII, No. 2, p. 9.
- Dykstra, Gerald, "Communication by Each Student in the Language Learning Process," Vol. I, No. 3, p. 1.
- Edamatsu, Fred J., "The Japanese Psycho-Social Barrier in Learning English," Vol. XII, No. 1, p. 4.
- Gallagher, William K., "Behaviorist and Rationalist Psychology and Language Teaching Theory," Vol. IV, No. 4, p. 1.
- Lawrence, Mary, "Enquiry Method and Problem Solving in the EFL Classroom," Vol. VI, No. 1, p. 1.
- Lund, Elizabeth, "Vital Role of Language Requires Best TESL Methods, Knowledge," Vol. V, No. 3, p. 4.
- Oddous, Gary R., "Hocus-Pocus or TPR?" Vol. X, No. 3, p. 13.
- Shook, Ronald, "Discourse Structure in Reading," Vol. X, No. 2, p. 1; Vol. X, No. 3, p. 6; Vol. X, No. 4, p. 10.

## READING

- Aitken, Kenneth G., "Problems in Cloze Testing Re-examined; A Reply to Robert K. Williams," Vol. VIII, No. 2, p. 9.
- Allen, Virginia French, "Trends in the Teaching of Reading," Vol. VI, No. 4, p. 1.
- Araman, Bonnie and B. Wiggin, "ESL Reading: Research and Applications," Vol. XI, No. 1, p. 4.
- Blossom, Grace A., "The Tolleson Six School Reading Project, a Revolutionary Approach," Vol. VII, No. 1, p. 6.
- Brimhall, Alice, "Sentence Expansion for the Elementary Level," Vol. III, No. 1, p. 6.
- Butler, Jeffrey, "A Directed Reading Approach," Vol. XII, No. 2, p. 12.
- Cortez, Emilio G., "The Limerick and the Second-Language Learner," Vol. XII, No. 1, p. 9.

- Ford, James E., "Improving Reading Comprehension through Peer Persuasion and Competition," Vol. XI, No. 1, p. 3.
- Fox, C. Jay, "A Report on the New Reading Clinic at CCH," Vol. VII, No. 2, p. 8.
- Jenson, Sidney L., "Children's Literature and ESL," Vol. VII, No. 4, p. 1.
- Jenson, Sidney L., "Reading Instruction for Native and Second Language Students," Vol. VII, No. 1, p. 19.
- Moss, Kenyon L., "Cloze Testing in Reading Comprehension," Vol. VI, No. 1, p. 3.
- Moss, Kenyon L., "Oral-Aural Proficiency Required," Vol. V, No. 3, p. 5.
- Pack, Alice C., "Cloze Testing and Procedure," Vol. VI, No. 2, p. 1.
- Shook, Ronald R., "Discourse Structure in Reading," Vol. X, No. 2, p. 1; Vol. X, No. 3, p. 6; Vol. X, No. 4, p. 10.
- Tangitau, Vuki, "Intensive and Extensive Reading," Vol. VII, No. 1, p. 7.
- Williams, Roger K., "Cloze Testing—An Answer to Mr. Aitken's Article," Vol. IX, No. 1, p. 12.
- Williams, Roger K., "Problems in Cloze Testing," Vol. VII, No. 4, p. 7.

## SECOND LANGUAGE LEARNING

- Araman, Bonnie and B. Wiggin, "ESL Reading: Research and Applications," Vol. XI, No. 1, p. 4.
- Bowen, J. Donald, "Terminal Behavior and Language Teaching," Vol. I, No. 2, p. 1. Reprinted in Vol. X, No. 3, p. 8.
- Butler, David C., "Two Causes of Misapplication of Language Rules," Vol. IX, No. 2, p. 1.
- Choy, Esther A. Cup, "But They're Not Motivated," Vol. XI, No. 1, p. 14.
- Curran, Douglas M., "2LL + CIM = TLP: An Equation That Can Total Success for Language Teaching," Vol. XI, No. 1, p. 1.
- Dykstra, Gerald, "Communication by Each Student in the Language Learning Process," Vol. I, No. 3, p. 1.
- Grant, Ron, "Peer Teaching in American Samoa—Forget It!" Vol. XI, No. 1, p. 7.
- Jenson, Sidney L., "Reading Instruction for Native and Second Language Students," Vol. VII, No. 1, p. 19.
- Khubchandani, Lachman M., "Second Language Teaching—A Classroom 'Exercise' or an 'Activity' for Interaction?" Vol. VIII, No. 3, p. 1.
- Lund, Elizabeth, "Vital Role of Language Requires Best TESL Methods, Knowledge," Vol. V, No. 3, p. 4.
- McLeod, Beverly, "Reflections of a Language Learner," Vol. IX, No. 2, p. 2.

- Marckwardt, Albert H., "The Foreign Language--Second Language Distinction," Vol. VIII, No. 2, p. 1.
- Moran, Ross T. and Jonathan G. Erion, "Predictive Validity of the CELT," Vol. XI, No. 3, p. 1.
- Moss, Kenyon L., "Oral-Aural Proficiency Required," Vol. V, No. 3, p. 5.
- Oddous, Gary R., "Hocus-Pocus or TPR?" Vol. X, No. 3, p. 13.
- Pack, Alice C., "Interpretations of Kinesics Are Cultural Not Universal," Vol. VI, No. 1, p. 6; Vol. VI, No. 2, p. 8; Vol. VI, No. 3, p. 10.
- Shaafsma, Henry M., "Feedback: An Anti-Madeirization Compound," Vol. III, No. 1, p. 1.
- Shen, Yao, "What Are Your Answers, ESL Teachers?" Vol. III, No. 3, p. 1.
- Shook, Ronald, "Discourse Structure in Reading," Vol. X, No. 2, p. 1; Vol. X, No. 3, p. 6; Vol. X, No. 4, p. 10.
- Shumway, Eric B., "Tonga II: A Peace Corps Program," Vol. I, No. 3, p. 3.
- Smith, Larry E., "What Is Individualism in TESL?" Vol. VIII, No. 1, p. 1.
- Wigfield, Jack, "Research on Sequencing," Vol. X, No. 2, p. 10.

### SOCIOLINGUISTICS

- Alter, Jason B., "'How the British Say It' Can Add Problems to Cross-Cultural Communication," Vol. V, No. 3, p. 11.
- Bowen, J. Donald, "Terminal Behavior and Language Teaching," Vol. I, No. 2, p. 1. Reprinted in Vol. X, No. 3, p. 8.
- Dillon, Drew and Debbie Dillon, "'The Psycho-Social Barrier' Revisited," Vol. XII, No. 2, p. 9.
- Foliaki, Lopeti, "The Search for Unity--A Proposal of Instituting a Universal Language to Help Unravel World Problems," Vol. VII, No. 4, p. 12.
- Garside, Jayne G., "Reflections of a Non-TESL Person in a TESL Setting," Vol. V, No. 4, p. 16.
- Grant, Ron, "Peer Teaching in American Samoa--Forget It!" Vol. XI, No. 1, p. 7.
- Harms, L. S., "Intercultural Communication," Vol. VIII, No. 2, p. 4.
- Mann, Kenneth Eugene, "'Intercultural Communication' Training: A Bridge for Human Understanding." Vol. VI, No. 4, p. 12.
- Ocampo, Jan, "Cultural Horizons and Language Usage," Vol. II, No. 3, p. 3.
- Pack, Alice C., "Interpretations of Kinesics Are Cultural Not Universal," Vol. VI, No. 1, p. 6; Vol. VI, No. 2, p. 8; Vol. VI, No. 3, p. 10.
- Pack, Alice C., "Native Language Environment Is Source of Confusion," Vol. I, No. 1, p. 5.

Shen, Yao, "What Are Your Answers, ESL Teachers?" Vol. III, No. 3, p. 1.

Shumway, Eric B., "Tonga II: A Peace Corps Program," Vol. I, No. 3, p. 3.

### SONGS

Dykstra, Charlotte K., "TESL and Music," Vol. II, No. 3, p. 1.

McArthur, Janice, "Games, Songs, Finger Plays in TESL," Vol. III, No. 2, p. 3.

Realin, Patricia P., "Teaching English through Songs and Games," Vol. X, No. 1, p. 4.

"Two New TESL Songs," Vol. VI, No. 1, p. 4.

### SPEAKING

Aitken, Kenneth G., "Toward Communicative Competence with 'Abby' and 'Ann,'" Vol. IX, No. 1, p. 6.

Alter, Jason B., "A Broader Concept of Minimal Pairs," Vol. III, No. 2, p. 5.

Alter, Jason B., "'How the British Say It' Can Add Problems to Cross-Cultural Communication," Vol. V, No. 3, p. 11.

Alter, Jason B., "The Utterance-Response Method to Pattern Drill," Vol. II, No. 1, p. 1.

Bander, Robert G., "From Pattern Practice to Conversational English," Vol. II, No. 2, p. 5.

Butler, Jeffrey, "Cache-ing in on Vocabulary," Vol. XII, No. 3, p. 1.

Chong, Maybelle, "The Consonant 'L' in Initial and Final Positions," Vol. III, No. 1, p. 5.

Conway, William D., "For the Newcomer to TESL: Why Pattern Practice?" Vol. I, No. 3, p. 7.

Dykstra, Gerald, "Summary of U.S.O.E. Project HE0084," Vol. V, No. 1, p. 1.

Gallagher, William K., "English Conversation through Classroom Dramatics," Vol. VII, No. 4, p. 4.

Gilbert, Judy, "Gadgets: Some Non-verbal Tools for Teaching Pronunciation," Vol. XI, No. 2, p. 6.

Hunt, George, "I Am a Mouth," Vol. III, No. 3, p. 3.

Ilynin, Donna, "Valuing—An ESL Activity," Vol. VIII, No. 3, p. 4.

McKeen, Betty W., "Pssst! Pshsht!—Teaching a Basic Sound Contrast," Vol. II, No. 4, p. 7.

Moss, Kenyon L., "Teaching Conversation through Student Instruction," Vol. IX, No. 1, p. 9.

Pack, Alice C., "Teaching the 'th' of English," Vol. I, No. 4, p. 5.

Patterson, Allan D., "English Oral Language," Vol. IV, No. 3, p. 5.

- Pickering, R. Brent, "Developmental Speech Classes," Vol. VI, No. 3, p. 3.
- Via, Richard, "Talk and Listen," Vol. VIII, No. 4, p. 6.
- Wigfield, Jack, "Conversations and Dialogues," Vol. VIII, No. 1, p. 6.
- Yamada, Kay M., "TESL and Speech Communication," Vol. IV, No. 4, p. 5.

### TEACHING TECHNIQUES

- Ah Ching, Rosita, "Learning with Games," Vol. VIII, No. 1, p. 10.
- Aitken, Kenneth G., "Toward Communicative Competency with 'Abby' and 'Ann,'" Vol. IX, No. 1, p. 6.
- Alter, Jason B., "A Daily Dozen—A Dozen Items from the Honolulu Daily to Start Off—Warm Up the ESL Class," Vol. VIII, No. 3, p. 6.
- Alter, Jason B., "In-Class Dynamics in TESL," Vol. XI, No. 4, p. 4.
- Alter, Jason B., "Using a Telephone Directory to Teach English as a Second Language," Vol. IV, No. 3, p. 11.
- Benioni, Juanita, "The Silent Way: Another Method," Vol. XI, No. 1, p. 10.
- Bander, Robert G., "From Pattern Practice to Conversational English," Vol. II, No. 2, p. 5.
- Brimhall, Alice, "Sentence Expansion for the Elementary Level," Vol. III, No. 1, p. 6.
- Butler, Jeffrey, "Cache-ing in on Vocabulary," Vol. XII, No. 3, p. 1.
- Butler, Jeffrey, "A Directed Reading Approach," Vol. XII, No. 2, p. 12.
- Conway, William D., "For the Newcomer to TESL: Why Pattern Practice?" Vol. I, No. 3, p. 7.
- Cortez, Emilio G., "The ABC Principle and the Second-Language Learner," Vol. VIII, No. 1, p. 3.
- Cortez, Emilio G., "The Limerick and the Second-Language Learner," Vol. XII, No. 1, p. 9.
- Crethar, Betty M., "More on Using a Telephone Directory to Teach English as a Second Language," Vol. IV, No. 4, p. 6.
- Croft, Kenneth, "Dictionary Use in ESL Courses," Vol. VII, No. 1, p. 1.
- Decker, Donald M., "Drilling English Auxiliary Verbs in ESL Classes," Vol. VIII, No. 2, p. 13.
- Dykstra, Charlotte K., "TESL and Music," Vol. II, No. 3, p. 1.
- Foley, Michael E., "Teaching ESL through Typing," Vol. V, No. 4, p. 8.
- Ford, James E., "Improving Reading Comprehension through Peer Persuasion and Competition," Vol. XI, No. 1, p. 3.
- Fox, C. Jay and Robert Tippetts, "A Portfolio Program for Teaching English Composition," Vol. IV, No. 3, p. 1.



- Fujimoto, Miriam, "The Use of Games in ESL Teaching," Vol. VI, No. 2, p. 3.
- Gilbert, Judy, "Gadgets: Some Non-verbal Tools for Teaching Pronunciation," Vol. XI, No. 2, p. 6.
- Guerrero, Joe C., "Action Games in TESL," Vol. III, No. 4, p. 3.
- Harris, Kelly, Jr., "Using Crossword Puzzles in TESL," Vol. VII, No. 1, p. 10.
- Hurst, Duane, "Teaching Grammar Through Games," Vol. VII, No. 3, p. 4.
- Ilyin, Donna, "Valuing—An ESL Activity," Vol. VIII, No. 3, p. 4.
- James, Mark, Jon Williams, and Jonathan S. Durrett, "Aural Comprehension: Mini Lessons in Listening Competency," Vol. XI, No. 2, p. 10.
- James, Mark, "The Strip Story: Making it Work for You," Vol. XI, No. 4, p. 11.
- Khubchandani, Lachman M., "Second Language Teaching—A Classroom 'Exercise' or an 'Activity' For Interaction," Vol. VIII, No. 3, p. 1.
- Lawrence, Mary, "Enquiry Method and Problem Solving in the EFL Classroom," Vol. VI, No. 1, p. 1.
- McArthur, Janice, "Games, Songs, Finger Plays in TESL," Vol. III, No. 2, p. 3.
- McCaul, Mae, "Drills in Language Teaching," Vol. VI, No. 2, p. 6.
- McKeen, Betty W., "Pssst! Pshst!—Teaching a Basic Sound Contrast," Vol. II, No. 4, p. 7.
- McLeod, Beverly, "Reflections of a Language Learner," Vol. IX, No. 2, p. 2.
- Miller, Michael D., "Computer Compatibility in the Classroom," Vol. X, No. 3, p. 5.
- Moss, Kenyon L., "Teaching Conversation through Student Instruction," Vol. IX, No. 1, p. 9.
- Nation, I. S. P., "Controlling the Teacher: A Listening Exercise," Vol. XII, No. 3, p. 3.
- Olsen, Judy E. Winn-Bell, "Some Games for Teaching Beginning TESL," Vol. IX, No. 2, p. 6.
- Oddous, Gary R., "Goldy Locks or Chocolate Cakes?" Vol. IX, No. 4, p. 13.
- Oddous, Gary R., "Hocus-Pocus or TPR?" Vol. X, No. 3, p. 13.
- Pack, Alice C., "Form Class Baseball: A TESL Game," Vol. IV, No. 1, p. 10.
- Pack, Alice C., "How to Construct a Crossword Puzzle," Vol. XI, No. 3, p. 8.
- Pack, Alice C., "Instant Involvement: Those Valuable First Minutes in the ESL Classroom," Vol. IX, No. 2, p. 15.
- Pack, Alice C., "A TESL Game for Constructing Sentences," Vol. VII, No. 4, p. 3.
- Pack, Alice C., "The Use of Stick Figures in the TESL Classroom," Vol. X, No. 2, p. 4.
- Pack, Alice C., "Your Gestures and Mannerisms: A Help or Hiranace?" Vol. II, No. 1, p. 3.

- Patterson, Allan D., "English Oral Language," Vol. IV, No. 3, p. 5.
- Paxman, David, "Track Diagrams," Vol. XII, No. 1, p. 10.
- Peutl, Ernst, "Classroom Use of Language Records," Vol. III, No. 3, p. 11.
- Plaister, Ted, "Mother Goose and ESL," Vol. VII, No. 2, p. 1.
- Plaister, Ted, "On the Necessity for Specialized Materials in ESOL," Vol. VIII, No. 1, p. 4.
- Plaister, Ted, "Teaching and Testing," Vol. I, No. 2, p. 3.
- Realin, Patricia P., "Teaching English Through Songs and Games," Vol. X, No. 1, p. 4.
- Root, Christine Baker, "The Use of Personal Journals in the Teaching of ESOL," Vol. XII, No. 2, p. 3.
- Schaafsma, Henry M., "Feedback: An Anti-Madeirization Compound," Vol. III, No. 1, p. 1.
- Smith, Larry E., "The Art of Change in ESOL or How to Create an Elephant," Vol. IX, No. 1, p. 4.
- Smith, Larry E., "What is Individualism in TESL?" Vol. VIII, No. 1, p. 1.
- Smith, Wallace W., "Carefree English," Vol. V, No. 2, p. 4.
- Springstead, C. F., "The Panel of Experts: A Teaching Device," Vol. IX, No. 3, p. 1.
- Weissberg, Robert C., "Progressive Decontrol through Deletion: A Guided Writing Technique for Advanced ESL Learners in Technical Fields," Vol. XI, No. 2, p. 1.
- Weusthoff, Clara, "Teaching Pattern Practice with a Language Game," Vol. II, No. 1, p. 7.
- Yoshida, Norman J., "'Password,' Anyone?" Vol. II, No. 4, p. 3.

### TESTING

- Aitken, Kenneth G., "The Contrastive Analysis Hypothesis and ESL Proficiency Testing," Vol. X, No. 3, p. 16.
- Aitken, Kenneth G., "Discrete Structure—Point Testing: Problems and Alternatives," Vol. IX, No. 4, p. 7.
- Aitken, Kenneth G., "Problems in Cloze Testing Re-examined; A Reply to Roger K. Williams," Vol. VIII, No. 2, p. 9.
- Bowen, J. Donald, "The Identification of Irrelevant Lexical Distractors: An Editing Task," Vol. VII, No. 1, p. 1.
- Glenn, Ronald E. and Cless Young, "Attitudinal Factors and Achievement: How to Pass School 'C' English," Vol. XII, No. 1, p. 7.
- Ilyin, Donna, "What Grade is Dr. Chan In?" Vol. VIII, No. 4, p. 1.

- Moran, Ross T. and Jonathan G. Erion, "Predictive Validity of the CELT," Vol. XI, No. 3, p. 1.
- Moss, Kenyon L., "Cloze Testing in Reading Comprehension," Vol. VI, No. 1, p. 3.
- Pack, Alice C., "Cloze Testing and Procedure," Vol. VI, No. 2, p. 1.
- Pack, Alice C., "A Comparison Between TOEFL and Michigan Test Scores and Student Success in (1) Freshman English and (2) Completing a College Program," Vol. V, No. 4, p. 1.
- Plaister, Ted, "Teaching and Testing," Vol. I, No. 2, p. 3.
- Williams, Roger K., "Cloze Testing—An Answer to Mr. Aitken's Article," Vol. IX, No. 1, p. 12.
- Williams, Roger K., "Problems in Cloze Testing," Vol. VII, No. 4, p. 7.

### VISUAL AIDS

- Allen, Walter P., "Suggestion from a Reader," Vol. V, No. 4, p. 19.
- Pack, Alice C., "The Use of Stick Figures in the TESL Classroom," Vol. X, No. 2, p. 4.
- Paxman, David, "Track Diagrams," Vol. XII, No. 1, p. 10.
- Plaister, Ted, "On the Necessity for Specialized Materials in ESOL," Vol. VIII, No. 1, p. 4.

### VOCABULARY

- Allen, Walter P., "Carrying a Good Thing Too Far," Vol. VII, No. 4, p. 5.
- Alter, Jason B., "The LEXINYM—A Brand-New Concept for the Language Teacher," Vol. IX, No. 1, p. 10.
- Alter, Jason B., "The Scrutable Chinese," Vol. XI, No. 2, p. 5.
- Butler, Jeffrey, "Cache-ing in on Vocabulary," Vol. XII, No. 3, p. 1.
- Larkin, Greg, "Word Play," Vol. XII, No. 3, p. 5.
- Nilsen, Don L. F., "Lexical Decomposition and the Teaching of Vocabulary," Vol. V, No. 4, p. 13.
- Shen, Yao, "Vocabulary Participation and Grammatical Formula Shifts," Vol. III, No. 2, p. 6.
- Vaiolenti, Cecelia, "Vocabulary Bingo—A TESL Game," Vol. V, No. 4, p. 12.

### WRITING

- Currie, Sally, "Teaching Writing Skills to Adult Navajos," Vol. X, No. 1, p. 10.
- Foley, Dolores A., "Teaching Composition to ESL Students," Vol. VI, No. 1, p. 10.

Fox, C. Jay and Robert Tippetts, "A Portfolio Program for Teaching English Composition," Vol. IV, No. 3, p. 1.

Henrichsen, Lynn E., "Distinctive Features of Written English," Vol. XI, No. 4, p. 1.

Lawrence, Mary, "Enquiry Method and Problem Solving in the EFL Classroom," Vol. VI, No. 1, p. 1.

Pack, Alice C., "Yes-No Questions and the Disjunctive Or," Vol. III, No. 3, p. 6.

Paxman, David, "Track Diagrams," Vol. XII, No. 1, p. 10.

Port, Richard J., "Controlled, Guided and Free Writing," Vol. I, No. 4, p. 3.

Root, Christine Baker, "The Use of Personal Journals in the Teaching of ESOL," Vol. XII, No. 2, p. 3.

Shook, Ronald, "Sentence Combining: A Theory and Two Reviews," Vol. XI, No. 3, p. 4.

**INTERVIEW WITH ALICE C. PACK**

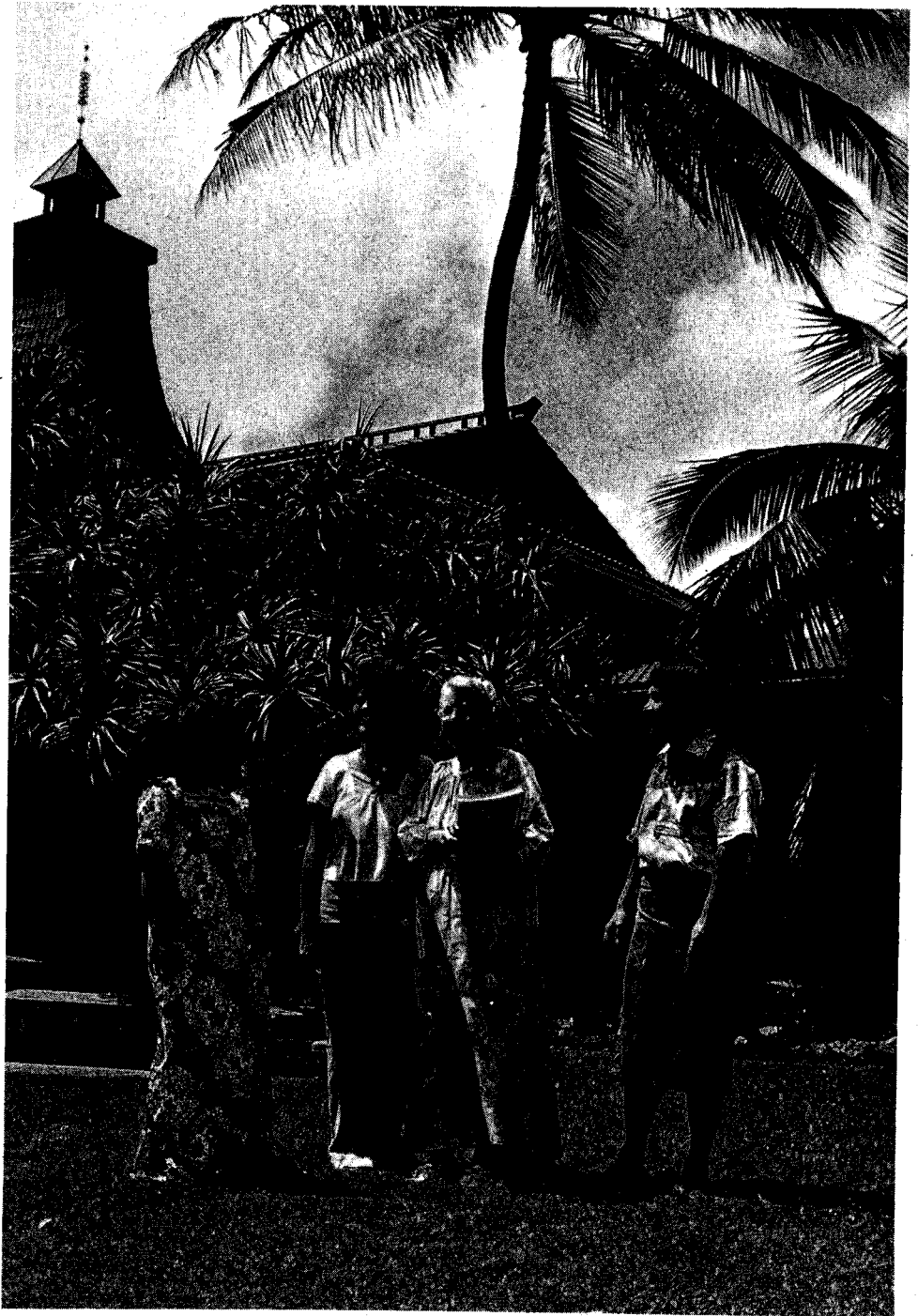
(continued from page 4)

- Q: The twelve-year index has just been completed and will come out this summer. Can you describe it and tell what significance you think it can have?
- A: It will be nice to have—it will be helpful to me. Previously, I have maintained various scrapbooks for reviews, classroom games, etc. I've cut up the *TESL Reporter* and categorized its contents. But that's the only sort of index I've had. Now, I will be able to use the Index for myself and to help me answer letters of inquiry on specific people and subjects we get from students and other. There will be an author and a title listing. Also, and this will be most helpful, there will be a subject section divided into thirty-five headings, from Adult Education to Writing, with such topics as Contrastive Studies, Drama in ESL, Games, and Visual Aids in between. Many articles are multiple-listed. We consulted the descriptors in the *TESOL Quarterly* Index for the sake of uniformity, but about half of the descriptors are ours alone.
- Q: Do you have any specific plans for the *TESL Reporter* in the future?
- A: Well, as sort of a companion to the Index, we are going to put out a retrospective anthology of the most significant articles of the past twelve years. The Index will be a great help to me here. Other than that, we'll just continue to do what we've been doing, with continued improvement, I hope.

The *TESL Reporter*, with a circulation of three thousand is published by Brigham Young University--Hawaii Campus as a service to TESL scholars, teachers and students.

The BA-TESL Program at Brigham Young University--Hawaii Campus, like the *TESL Reporter*, is now twelve years old. The program was one of the very first of its kind in the nation, and it has continually been modified to better meet the needs of the TESL community.

TESL is a "natural" at BYU--HC because thirty-two different countries are represented here--the highest percentage of international students of any U.S. institution of higher learning. The largest group is from the Hawaiian Islands, followed by the South Pacific and the Far East. The remainder are from the United States mainland, Canada, Europe, Latin America, and Africa. Dr. Alice C. Pack, *TESL Reporter* editor for the past ten years, is shown talking with a representative group of TESL students.



**AUTHOR, TITLE, AND SUBJECT**

**INDEX**

**TO THE *TESL REPORTER***

**VOLUMES I–XII**

**1967 – 1979**

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