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# TESOL REPORTER

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ERRATUM: In the Winter 1980 (Vol. 13, No. 2) issue of the *TESL Reporter* the Latin in the title was misspelled. It should have read *Sine Qua Non*.

TESL REPORTER

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Editor . . . . . Lynn E. Henrichsen

Staff . . . . . Gregory Larkin  
Jeffrey Butler

Manuscripts relevant to teaching English as a second language, teaching standard English as a second dialect, bilingual education, and intercultural communication may be submitted to the editor. Articles dealing with classroom aspects of teaching are especially encouraged. Manuscripts should be double spaced and typed, generally not exceeding six pages. Authors should also submit a short (less than 50 words) bio-data statement. Book reviews should be limited to two pages. Contributors are asked to give an assurance that the manuscripts they submit are not under consideration by any other journal. The opinions and statements expressed by contributors are their own and do not necessarily reflect the views of the editors or Brigham Young University-- Hawaii Campus.

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# Original Recorded Materials: A Bridge from the Language Lab to the Lecture Hall

by Jeffrey E. Diluglio

The creation and production of original, recorded lecture materials enables an instructor to be highly creative in an often ignored area of English as a second language instruction. Original recorded materials allow the instructor flexibility in the development of pertinent themes for classroom use. They can be produced and utilized in a variety of ways and for many different purposes: listening comprehension, dictation, vocabulary building, cloze exercises, stress and intonation exercises, vowel and consonant discrimination.

This article will concentrate on the development of materials to help ESL students increase their comprehension of university style lectures. International students all too frequently complain that once they have left the protected environment of an intensive language setting, they run into formidable obstacles in understanding their professors' lectures. These students are faced with synthesizing and assimilating large quantities of lecture materials, and many of them are simply unprepared for the task.

Recorded lectures can be utilized in many ways to help overcome this problem. The lectures should be highly factual, logical and inductive in their development of thesis, and highly idiomatic in vocabulary. Students must learn how to listen for key facts (essential for accurate summarizing), be attentive to digressions in thesis, and be sensitive to tone and mood.

The preparation of recorded lecture materials begins with an appropriate idea which can be well developed and which is suitable for a particular audience. For academically-bound international students, an examination of American history, politics or contemporary culture is probably on a list of required freshman courses. Nevertheless, these themes are generally not found in the standard recorded materials available

in the language lab market today. Thus, they are prime candidates for teacher-developed practice lectures.

Having done the required research, the instructor can proceed to the actual writing of the lecture. A clear, recognizable topic sentence in which the thesis is stated serves to illustrate to students the concept of thematic development. They then listen to the various ways that the thesis is expanded, developed, and elaborated upon.

## Listening and Note-Taking

Students should be active participants in the lecture process. As students listen, they should take notes with attention to specific details. Note-taking will give them practice in numerical and chronological sequencing, concepts which are particularly difficult for students who have had little

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Jeffrey E. Diluglio is an instructional specialist and director of courses at the ESL Language Center in Boston, Massachusetts. He holds an M.A. degree in TESOL from Boston University and has taught ESL at Boston University, CELOP (Center for English Language and Orientation Programs), and Manhattanville College.

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if any practice in this activity. The lecture should include comparative statistics which will aid students in learning how to discriminate between important and unimportant facts. This trains students to listen to the essential content words, making them attentive and accurate listeners. This activity will enable students to know when the professor in a lecture digresses and to be sensitive to those factual digressions.

## Stress and Intonation

Once students have completed the listening portion of the lecture, they may

become involved in a series of related activities. Stress and intonation drills will aid in pronunciation and help eliminate native language interference. Words used in the lecture should be used in these exercises, resulting in greater unity in the drills and, at the same time, an expansion of the students' lexicon. Words selected from the lecture can be drilled in a variety of ways: in choral drills, drills dealing with word families, and in drills concerned with stress shifting among nouns, verbs, and adjectives.

### Spelling and Dictation

Spelling is another skill which can be integrated into the lecture learning process. The instructor can dictate on the tape selected words which the student listens to, writes, and corrects. A dictation of a portion of the lecture reinforces two essential skills that students must master: accurate aural comprehension and its transfer to the written form of the language with correct spelling and punctuation. Once again, the content of the lecture unifies these activities, rather than drilling them in a kind of intellectual vacuum.

### Reading and the Decoding Process

Reading activities may also be derived from the lecture. A transcript of the recorded lecture can be utilized and distributed to students. Each student can then read the lecture into the tape and record his/her own voice. This activity tests pronunciation, helps develop phrasal reading, and fosters word recognition.

### Testing and Structural Integration

Recorded materials are not an isolated resource to be used only in the laboratory. They can be integrated into the classroom: in comprehension questions to test retention

of material, in a discussion of themes developed in the lecture, and in a structured debate. In addition, the instructor has the option to assign further research on the subject matter which might involve an investigation of periodical literature and other source materials.

### Suggestions and Hints on Recording:

Since this article deals with non-professionally recorded materials, here are some helpful hints for making recordings sound as professional as possible:

1. It is important to use a good reel-to-reel or cassette recorder that has good tone sensitivity.
2. When recording, one should speak at a normal speed, clearly articulating but not exaggerating.
3. It is essential not to artificially pause in order to allow the student more time than is actually needed.
4. The instructor should pay attention to his intonation, making it as clear and natural as possible.
5. Good pacing of the different activities contributes to a unified and cohesive whole. Producing home-made materials takes some practice and experimentation but the end result is often a product far superior to commercially-produced tapes.

Original recorded materials not only draw upon a teacher's creativity and ingenuity but train international students in essential skills that they will need in order to be successful at the university. These materials are both a valuable pedagogical tool and a challenge to the ESL instructor willing to invest the time and energy in their production and implementation.

# Young Second-Language Learners: Let's Keep Their Attention

by Emilio G. Cortez

It is often difficult to deal effectively with the restlessness of young pupils in the elementary-school second-language class. Consequently, elementary-school E.S.L. teachers must present English in varied and interesting ways. In keeping with the need to utilize a variety of teaching strategies to sustain the interest of young second-language learners, several suggestions will be proposed.

The ways in which difficult English sounds, sentences, or expressions are introduced often set the tone for subsequent learning. One method that has proven effective has been to urge students to close their eyes as they listen carefully to the teacher's oral model. This "eyes-closed" technique can be introduced at any time throughout the oral practice phase and holds the interest of many pupils because of its gamelike quality.

Another approach that sustains pupils' interest is backward build-up. Backward build-up is a teaching technique that helps students to remember lengthy sentences or phrases. This technique usually entails dividing a sentence into simple speech units and orally presenting the last unit first and proceeding backwards. Consider the following example:

*Elaine Melvin moved to Yeadon from Atlanta in January.*

If after several repetitions, the teacher deems it appropriate to resort to backward build-up then the sentence above could be presented orally as follows:

*from Atlanta in January, Elaine Melvin moved to Yeadon.*

Since backward build-up involves the seemingly playful manipulations of words and phrases, many children find this activity appealing. Thus, it is suggested that backward build-up be used with short sentences as well as long ones so as to provide an added dimension to oral practice. (Backward build-up can also be used to help

students overcome pronunciation difficulties; even a single word can be divided into syllables and presented accordingly.)

When leading students in choral repetition drills, E.S.L. teachers are urged to speak naturally, with proper rhythm and intonation, in addition to discouraging pupils from chanting their responses. To dissuade chanted responses and to provide more diversification in choral drills the teacher can vary the modulation of the oral cue. As the teacher's volume gets lower, students are compelled to listen more intently. Furthermore, many children enjoy mimicking the teacher's modulation as it oscillates from a normal volume to a whisper.

The pedagogic dialogue has been lauded overwhelmingly as an effective teaching tool.

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**Dr. Emilio Cortez teaches English to Hispanic pupils at the Feltonville Elementary School in Philadelphia, Pa. He received his doctorate at Temple University.**

**Dr. Cortez's articles have appeared in *Modern English Teacher*, *English Language Teaching*, *English Teaching Forum*, *R.E.L.C. Journal*, *TESOL Newsletter*, and *TESL Talk*. He recently wrote the fourth-grade text for the Silver Burdett *Effective English Program*.**

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Nevertheless, many commercially-prepared dialogues are insipid and lack relevance for many young pupils.

To create relevant dialogues, a modified community language learning technique can be utilized. This approach works best in a small-group setting in which all the students speak the same first language.

Pupils are seated in a circle. Each student gets one turn either asking or responding to a question or comment posed by a peer. For example, one pupil asks

another pupil a question in his/her native language. The teacher translates the question into English and repeats it several times so that the child will feel comfortable repeating the question in English. After the child can satisfactorily repeat the teacher's English model, the child's question is tape recorded. The child who was asked the question responds in his/her native language, the teacher translates it into English, and so on. Only the pupils' English utterances are recorded. After recording both the questions and their responses, the dialogue can be played and transcribed on the chalkboard for individual and/or choral reading practice. This method has the advantage of producing immediately relevant dialogues, in addition to encouraging self-expression, and stressing the relationship of speech to writing.

In summary, the following suggestions

have been presented:

1. The "eyes-closed" technique when orally introducing and/or reinforcing novel sounds, sentences, or phrases.
2. The occasional use of backward build-up for short sentences as well as for words that cause pronunciation difficulties.
3. The variation of voice modulation by the teacher during choral repetition drills.
4. The creation of relevant pedagogic dialogues through the use of a modified community language learning approach.

When appropriately implemented, these suggestions can be very effective for motivating and sustaining the interest of the young second language learner.

## Employment Opportunity

**Place:** Riyadh, Jeddah and Dammam, Saudi Arabia.

**Duties:** Teaching English as a foreign language;

Participation in Production of Supplementary materials;

Coordination of some of the courses offered;

Average teaching load is 18 hours per week, part of which may be in the evening, plus 18 office hours for preparation and consultation with students.

**Background:** All students enrolled in the programs are Saudi civil servants. Most of them are university graduates, but with little English background.

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**Contract:** One year renewable.

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Institute of Public Administration  
P.O. Box 205  
Riyadh, Saudi Arabia*

# Controlling the Velocity: A Response

by J. Donald Bowen

*Ed. Note: Edward Harvey, author of "Controlling the Velocity: A Sine Qua Non in Teaching Listening" (TESL Reporter 13,2:30) received the following response to his article from J. Donald Bowen of UCLA. At the editor's request and with Dr. Bowen's permission, it is published here because of the valuable, additional light it sheds on the issue of rate alteration in spoken English.*

For me the really significant difference between slowed-down/normal, formal/informal, largo/allegro—or whatever one chooses to call this crucial distinction—is not the rate of articulation *per se*, but the specific changes that occur in the varied patterns. This can very well reflect a language universal (but I don't have contact or understanding with enough of the world's languages to do more than modestly speculate). Some of these features (maybe all) differ with different speakers. In my own speech, there are various alternate forms that respond to a difference in formality levels. From discussions with my colleagues I have become aware that our speech patterns are not always in agreement. Examples of pronunciation patterns that show changes between formal and informal are:

- hw → w *where, when, etc.*  
 t → d *better, barter, etc.*  
 t → ? *fountain, button, etc.*  
 h- → Ø *his, her, him, etc.* (when not initial in a phrase)  
 ɪŋ → -ən *goin', eatin', studyin', etc.*  
 ɑ → ə *what, from, etc.*  
 ə → Ø *liberal, general, natural, etc.*  
 ʋ → ə *an, and, for, have, argument, wouldn't, etc.*

Additionally, there are forms like *swish, horsh\**, representing assimilation patterns other than the very important palatal series (treated at some length in my PEP text, pp. 158-164). So we get *horse shoe* becom-

ing *horsh shoe* and *swiss chalet* becoming *swish chalet*, etc. Then there is "feature spreading" of a kind that shows up in *thief* changing to *thiev-* when the plural (note not in the possessive, however) /-z/ is added. Also, the nasals, especially in certain prefixes, tend to adjust to the position of the next following consonant so that /kan-/ becomes /kaŋ-/ in *Congress*, or /kam-/ in *combat*.

The important thing to remember is that these modifications don't just happen when rate of articulation is increased, unless the subject has already mastered English, in which case the lesson is superfluous. ESL students need to know what is happening, so they can monitor what they hear and what they say.

Note that the processes mentioned can be viewed as occurring along a scale, and therefore may occur as a series of variant forms:

What are you doing?

- Full form /hwât àr yùw dúwùŋ/  
 Formal conversation /wât àr yə dúwùŋ/  
 Substantial reduction /wâtəyə dúwən/  
 Full reduction /wâtʃə dúwən/

Additionally there are stress effects, duration, meter, etc. that I don't fully understand, or maybe appreciate.

The common denominator is changed forms associated with velocity. We don't just speed things up, we modify in very substantial ways, and these modifications must be part of the student's equipment. If he doesn't understand what happens in allegro speech, when speech is speeded up to normal tempo, he'll be confused and helpless. Many a plateau is developed right there, on the contrast between formal and informal speech.

I hope this information is what you wanted and that you find at least some of it useful.

# Alice Pack

“Intense,” “energetic,” “inspiring”—these are just a few of the many words that have been used to describe Dr. Alice Pack, long-time editor of the *TESL Reporter*. But this fall at BYU–Hawaii, one descriptor will predominate—“gone.” After nearly twenty years in Laie, Dr. Pack has decided to leave Hawaii and retire from full-time teaching. As she departs, she leaves behind a remarkable professional biography.

In 1963, a few professors at BYU–Hawaii (then Church College of Hawaii) may have been surprised to find a 53-year old freshman in their classes. Some may not have expected much from the grandmother who had not been a full-time student since her high school graduation—over thirty years earlier. Even those who recognized her potential would not have predicted that only two years later she would graduate

summa cum laude as the valedictorian of her class, but she did. And that was only the beginning. Three years later she received her M.A. in TESL from the University of Hawaii, and eight years later, a Ph.D. from Walden University.

Alice joined the faculty at Church College of Hawaii in 1967 and, with William Conway, established the *TESL Reporter*. Since that time, the fledgling publication has increased in reputation and number of subscribers and, like its editor, has become well known for its emphasis on “practical academics.” Currently, nearly 3,000 TESL professionals in 69 countries receive the quarterly journal whose survival and growth over the years have depended almost entirely on her unflinching energy.

In the course of her career, Professor Pack has received numerous awards and honors. In 1970, she was named an Outstanding Educator in America, confirming what her students and colleagues at CCH had long known. In 1976 she received the University’s Distinguished Service Award in recognition of her contributions to the academic community, and in 1977 she was selected to give the annual University David O. McKay lecture.

Her influence has not, however, been limited to BYU–Hawaii. Alice’s flowing





# Departs

muumuu have been a frequent sight at International TESOL, NAFSA, and HCTE conventions where she has been a regular contributor. In addition, she has authored or co-authored an impressive number of ESL textbooks: *The Dyad Learning Program* (three books: *Prepositions, Verbs and Verb Choices*, and *Pronouns and Determiners*), *Learning to Type in English as a Second Language*, and *Composition: Guided +Free Program 8*. For the past several years she has been a major force behind the development of the *English for Latter-day Saints* series, a special ESL program for use by non-English speaking leaders of the Church of Jesus Christ of Latter-day Saints. Not one to wind down slowly toward retirement, she has just finished co-authoring *Writing and Combining Standard English Sentences: Sentence Construction and Sentence Combination*, a pair of companion ESL/SESD texts.

In addition to her work at BYU-Hawaii where she directed the English Language Institute and has taught TESL methods, materials, grammar, and phonology courses, Dr. Pack has served as a special consultant in ESL at United States International University in San Diego and London and as distinguished guest lecturer at the University of Texas at San Antonio's summer TESOL Institute. She has also travelled

throughout the Pacific conducting TESL workshops and establishing ESL/EFL programs.

In spite of these many accomplishments, Alice considers her career as a wife and mother to be her most rewarding success. Academic acclaim in her chosen field of study has not affected her devotion to family. Evidence of the importance she has always placed on an LDS woman's position is found in abundance in her own home: a loving husband of 50 years, a close family of seven children—all university graduates (several with doctorates)—, and 40 grandchildren. Her advice to mothers is to "keep learning along with your families. It is important to be actively inquisitive." A model of what she says, Dr. Pack continues to develop her skills in oil painting and watercolors, and is currently studying

*(continued on page 80)*



# LETS— Learn English Through Stamps

by Jason B. Alter

For some time, I've been working on a technique called LETS—Learn English Through Stamps. Stamps are ubiquitous, in all cultures, so no student need feel intimidated. The variety of stamps is endless. Best of all, using stamps to teach ESL is a subtle way to introduce American culture and to expatiate thereon.

If you're into gadgetry, and are blessed with the necessary accouterments, you can show the given stamp on an overhead projector. Or if the stamp is not too "crowded," you can sketch it on the blackboard. Or you might even xerox a facsimile for each of the students.

Let's get down to LETS, by looking at a rather new fifteen-cent stamp that bears the likeness of W.C. Fields. He's decked out in his trademark top hat and a bow tie, on the left, major portion of the stamp. On the right, he's shown juggling, wearing white gloves. At the bottom of the stamp appear the words "Performing Arts."

My trusty *American Heritage Dictionary of the English Language* has this to say about our LETS persona: "Fields, W.C. Original name, William Claude Dukenfield. 1880-1946. American actor in vaudeville and motion pictures."

This stamp is especially apropos in this election year of 1980 when one of the leading aspirants for the presidency of the USA was once a movie actor himself. How would a candidate with a theatrical background go over in other cultures? Discuss. What about the status of actors in other cultures? Stereotypes can be examined. The stamp can serve as a departure point for group discussions, composition assignments, and debating topics.

Fields had a reputation for being bibulous. There is said to be a problem with teen-age drinking in the USA now. This is another fertile "field" to talk about. This brings to mind the (structural) minimal pair: (a) "I suggested toast" and (b) "I

suggested a toast." Next, one could elaborate on the variety of the latter: "Here's looking at you," "Cheers," "Bottoms up."

Now it is incumbent upon us to probe into the wording on the stamp in question. What's the plural of "Fields"? "Fieldses" is not all that easy to pronounce. Compare: (a) "They had lunch in the fields"; (b) "They had lunch with the Fieldses"; (c) "They had lunch at the Fieldses' house." Is there anyone out there in TESL land who wants to prescribe this spelling: "Fieldses"? Not likely, and even less likely would be an advocate of the pronunciation of the extra "s."

I am reminded of part of a lyric from a popular song "strawberry fields forever." One can irreverently speculate on whether

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**Jason Alter, a frequent contributor to the *TESL Reporter*, is currently at the Peking Foreign Languages Institute. His most recent articles on English language teaching have appeared in journals in the Peoples Republic of China and India.**

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Fields chose to go by his first two initials with humor aforethought. Students from British-English backgrounds know "W.C." as "water closet."

Students can be asked to volunteer other names with "W": "Walter," "Wilma," "Wendel"; or with "C": "Carol," "Charles," "Christine." More challenging is to ask for two consecutive words that make sense, the first beginning with "w" and the second beginning with "c": "will call," "won't cry," "walking closer." Other students can be asked to fit these into self-generated sentences.

Compare: (a) "The farmer was out-standing in his field"; (b) The farmer was standing out in his field"; (c) "The farmer was out standing in his field." You can do

a lot with vocabulary that is well within the students' range, tempering your delivery as you see fit.

If homonyms are one of your things, consider "Fields" and "field's." (The field's full of farragoes)—not bad for alliteration, either.) How about using "fields" as a verb? ("He fields better than he hits.") What is more American than our national game, baseball; and don't say "Mom and apple pie." In my work here in the People's Republic of China, I am using my patented blitzkrieg approach—touching all the bases, as it were. Another example from baseball: "He flied out"—an unusual past-tense form, to say the least.

Remind students that (as in "Fields") the "i" tends to come before the "e," except after "c." But there are other exceptions: "seize," "counterfeit," "weird," etc.

This particular stamp is worth fifteen cents. You can compare "fifteen" and "fifty," a pronunciation pitfall. You can elaborate on "cents"/"sense"/"scents." You can talk about what else "c" can be an abbreviation for: (lower case) "circa," "catcher," "carat"; (upper case) "Celsius," "Celtic," "Congress."

In "Performing Arts," is "Performing" a gerund or a participle—and does it really matter, as long as the student can use the form adroitly? A perfunctory familiarity with the nomenclature is *de rigueur*. What other prefixes can be attached to "form": "reform," "inform," "deform." Mention some of the other performing arts: "dancing," "singing," "fiddling."

Compare "arts" and "art." Rearrange the letters of "arts" to make "rats" or "star." If you chanced to spy an earlier article of mine in the *TESL Reporter*, you may have perceived that "arts" is a lexonym for "rats"—but where in the dickens is the meaning connection between the two? Well, suppose you just heard from the dean that you will not be able to get your Bachelor of Arts degree this semester because you are three credits short. You might be apt to say, "Oh, rats!" (You might be more

apt to say something a lot stronger, too, but this is a family journal.)

Actually, the true-blue lexonym category is a mite sparse, so let's open it up, shall we? To wit, the letters to be switched need not be adjacent. Then, "star" and "arts" could fall within this genre. Here, the meaning connection is less obtuse: "She's in the arts, and has her sights set on becoming a star."

It's readily apparent that we have bled Ol' W.C.'s stamp dry, or have we? (For some reason, the word "dry" doesn't accommodate him.) It's up to the TESL practitioner to adjudge how far and how long to carry on with all this. You yourself have to assay what the traffic will bear. I would posit, though, that these language-learning peregrinations ought not to be pooh-poohed as gimcracks. (Compare "philatelist" and fatalist.)

The stamp shows Fields wearing a bow tie. Note that this "bow" is a heteronym for the "bow" in "Bow twice." Fields is juggling—compare "juggler" and "jugular." What about: "he was juggling the accounts"? Ask for other words that have a double "g": "ragged," "bigger," "squiggle." Go on to sentences and contexts.

- Talk about Fields' gloves. Mention:
- "We handled him with kid gloves";
  - "The iron fist in the velvet glove";
  - "That dress fits her like a glove."

We haven't even touched upon any of the biographical data on Fields, but this could be a homework assignment. Why did he change his name from Dukenfield?

This remark has been attributed to Fields: "No one who hates dogs and kids can be all bad." Was he speaking tongue-in-cheek?—I ask you. (Compare "ask you" and "askew," which is how the stamp shows Fields' top hat.)

You might opt to use LETS to warm up a class. I see LETS as a zesty way to nudge your students along on that long, hard road (not a primrose path at all) toward acculturation. LETS abets!

# Position Announcement

**INSTITUTION:**

American English Institute  
University of Oregon

Student counseling and other student activities

Student placement

Student admissions

**POSITION & RANK:**

Director of the American English Institute with rank of Associate Professor. Full-time, fixed-term, two-year appointment beginning January 1, 1981. Re-appointment possible.

**TRAINING:**

Advanced degree, Ph.D. or equivalent work. Concentrated graduate level training in applied linguistics, TESOL, or related fields.

**SALARY:**

Commensurate with experience.

**SCHOLARLY ACTIVITY:**

Evidence of scholarly activity, preferably including publication in linguistics and curricular innovation.

**POSITION DESCRIPTION:**

Responsible for the coordination of a multi-level, intensive English program, including supervision of instruction and liaison with university schools and colleges and administrative offices. Liaison with foreign embassies, cultural missions, and United States immigration authorities.

**EXPERIENCE:**

Successful ESL intensive program administration, preferably with an institute administered within a university setting; successful curricular innovation, preferably successful ESL teaching experience and teaching experience in a foreign culture; knowledge of other languages; experience in working with foreign embassies and cultural missions.

**RESPONSIBILITIES:**

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Initiates and contracts for special programs

Develops overall educational policy for special programs

Initiates and coordinates research efforts

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Special programs administration

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Scheduling of classes and assignment of teachers

**DEADLINE:**

Applications due September 1, 1980

**STARTING DATE:**

As of January 1, 1981

**APPLICATION PROCEDURE:**

Applicants must submit:

—Updated vita, including a one-page summary which addresses this position.

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**CONTACT:**

Sarah J. Klinghammer  
American English Institute  
750 E. 11th Avenue  
Eugene, OR 97403  
Telephone: (503) 686-3945

The University of Oregon is an equal opportunity/affirmative action employer.

# 1981 TESOL Conference

The fifteenth annual conference of TESOL (Teachers of English to Speakers of Other Languages) will be held at the Renaissance Center in Detroit, Michigan March 3-8, 1981. Members and friends of TESOL are invited to participate by making a presentation and/or attending. Proposals for presentations are solicited from all people (teachers, teachers-in-preparation, graduate students, researchers) who have fresh insights to communicate to the profession or who have tried-and-true approaches to share.

The call for participation is being printed in full in the June issues of the *TESOL Quarterly* and the *TESOL Newsletter*, and the deadline for submission of proposals is *September 1, 1980*. If these publications are unavailable, a copy of the call may be obtained by writing to:

Mary Hines

Program Chairperson, TESOL '81

Box 960

Teachers College, Columbia University

New York, New York 10027

Proposals are encouraged that deal with research, classroom practices, and/or interconnections between the two, at any of the different levels of education (elementary, secondary, higher, adult) and in any of the diverse settings (bilingual, EFL in English-speaking countries, EFL in non-English-speaking countries, English as a second dialect).

Full details on registration procedures will be available after December 1, 1980 from the TESOL Central Office, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057

## 1981 TESOL Summer Institute to be at Teachers College

by John F. Fanselow and Ann M. Frentzen

The Executive Committee has approved the selection of Teachers College, Columbia University as the site for the Third Annual TESOL Summer Institute. The Institute will be held at Teachers College in New York City from July 6 through August 14. Participants may enroll for either the entire six weeks or come only for the first three weeks from July 6 to July 24 or the second three weeks from July 27 to August 14. The TESOL Summer Meeting will be held on the weekend of July 24, the mid-point of the Institute.

The initial planning for the Institute is now underway. If any group of nine or more individuals would like to work on a specific curriculum project to meet specific needs, plan a research project related to questions the group wants to investigate, learn a method of teaching, or develop an examination at the Institute, a proposal would be welcome. Send in the name of the person you would like to work with,

the topic, and an outline of the task. We will try to arrange that project. Of course, it would be easier to invite the individual a group has in mind to the site where the group is, but then the individuals in the group would not be able to participate in the other activities of the Institute nor attend the TESOL Summer Meeting while enjoying an unconventional summer in New York City!

Individual suggestions for staff or topics for the Institute are also welcome, as are proposals from individuals who may wish to teach in the Institute. Early proposals—before October 1, 1980—will have priority.

John F. Fanselow will direct the Institute and Ann M. Frentzen will be the assistant director. They can be contacted at Box 66, TESOL Summer Institute, Teachers College, Columbia University, New York, New York, 10027, U.S.A.

# *Applied Psycholinguistics*— A New Journal

We are pleased to announce a new international journal which reflects the belief in the relationship between basic and applied psycholinguistics held by a growing number of researchers and practitioners in such fields as psychology, linguistics, speech and hearing, sociology, education (including special education), language learning, neurology and psychiatry.

The Editor of *Applied Psycholinguistics* is now calling for papers reporting work (empirical, theoretical and methodological studies; literature reviews) in which applied problems are approached from the standpoint of basic research and theory in experimental, developmental and social psycholinguistics and related areas of cognitive psychology.

The scope of *Applied Psycholinguistics* encompasses work on both normal and disordered language and communicative development in children and normal and disordered language and communicative functioning in adults. Articles and notes may deal with processes (e.g., underlying representations, linguistic production, comprehension and memory), etiology (where appropriate), development, social and other environmental interactions, assessment, intervention and pedagogy, but must reflect the journal's basic research and theory orientation toward applied psycholinguistics. The following topics, and the interrelations between and within them, are of particular interest:

Certain aspects of language and communicative development and functioning in normal children and language and communicative functioning in normal adults, such as: reading/writing/learning from texts and lectures (and other modes of verbal presentation)/second-language learning and bilingualism/dialect and social-class differences/the assessment of linguistic maturity and communicative competence/the application of psycholinguistics to computer language design and the design of written and oral

information (e.g., instructions)/nonverbal communication (e.g., sign language, gestures)

Language and communicative disorders in children and adults, such as: delayed language development/adult aphasia/childhood aphasia/reading disorders/writing disorders/disorders of articulation, phonology, speech sound perception or fluency/autistic and childhood schizophrenic language/adult schizophrenic language/disorders associated with . . . mental retardation, environmental deprivation, motor impairment, specific learning disabilities other than reading and writing, sensory deficit (deafness, blindness), dementia.

## **The Contents of Volume 1, Number 1 include:**

- Sheldon Rosenberg, Editor's Overview
- Laurence B. Leonard, Marilyn Newhoff and Linda Mesalam, Individual differences in early child phonology
- Carol Stoel-Gammon, Phonological analysis of four Down's Syndrome children
- Paula Tallal, Rachel E. Stark, Clayton Kallman and David Mellits, Perceptual constancy for phonemic categories: a developmental study with normal and language impaired children
- Mark T. Greenberg, Mode use in deaf children: the effects of communication method and communication competence
- Robert K. Herbert and Karen Z. Walten-sperger, Schizophrenia: case study of a paranoid schizophrenic's language
- Fred Genesee and Else Hamayan, Individual differences in second language learning
- Dona M. Kagan, Syntactic complexity and cognitive style

*Applied Psycholinguistics* will be published quarterly beginning in 1980. Subscription to Volume 1 (1980) in the U.S. and Canada: \$45.00 for institutions; \$25.00 for individuals subscribing for their personal use; Single parts: \$15.00. Write to:

Cambridge University Press  
32 East 57 Street  
New York, NY 10022

# Overseas Opportunities

The following format is used for entries:

1. Name of school.
2. Position available.
3. Qualifications required.
4. Address for applications or requests for further information on the position.
5. Closing date for applications.

## ENGLISH AS A FOREIGN LANGUAGE

1. Secondary Schools in Nigeria, Sierra Leone and Sarawak.
2. English Language Instructors (several openings).
3. Applicants should have a B.A. degree and be qualified to teach English as a Foreign Language at secondary school level.
4. Write for information to Susan George, Room E26, Voluntary Service Overseas, 9 Belgrave Square, London SW1, England.
5. When filled.

## ENGLISH AS A FOREIGN LANGUAGE

1. English Language School in Salonica, Greece.
2. English Language Instructors (two openings).
3. Applicants should have a B.A. degree, be qualified to teach English as a Foreign Language and have some teaching experience.
4. Applications, including a c.v. (curriculum vitae) and the names of references, to G. Michalonoulous, School of English, 18 V. Paviou Street, Alexandria, Imathias, Salonica, Greece.
5. When filled.

- ## KINDERGARTEN TEACHER
1. King's College, Madrid, Spain.
  2. Kindergarten Teacher.
  3. Applicants should be qualified Kindergarten teachers who are also prepared to teach English as a Foreign Language.
  4. Applications, including a c.v., names of references and a recent photograph, to: The Headmaster, King's College, Avda de Stuyok 1, Madrid 16, Spain.
  5. When filled.

## ENGLISH AS A FOREIGN LANGUAGE

1. Language School in Komotini, Greece.
2. English Language Instructor.
3. Applicants should have a B.A. degree and be qualified to teach English as a Foreign Language.
4. Applications, including a c.v. and the names of references, to Miss Kosmidou, 53 Miaouli Street, Komotini, Greece.
5. When filled.

## ENGLISH AS A FOREIGN LANGUAGE

1. Colleges of National Education in Tanzania.
2. English Language Instructors (twenty openings).
3. Applicants should have a B.A. degree, be qualified to teach English as a Foreign Language and be prepared to teach English language and methods to primary teacher trainees.
4. Write for information to Susan George, Room E26, Voluntary Service Overseas, 9 Belgrave Square, London SW1, England.
5. When filled.

## ELEMENTARY AND SECONDARY SCHOOL SUBJECTS

1. The British Centre, Venice, Italy.
2. Elementary and Secondary School Teachers.
3. Applicants should have a B.A. degree and be qualified elementary or secondary school teachers. They should also have some experience teaching English as a Foreign Language.
4. Applications, including a c.v. and the names of references, to The British Centre, S. Marco 4267a, Venice, Italy.
5. When filled.

## ENGLISH AS A FOREIGN LANGUAGE

1. Primary Teachers' Colleges in Nigeria and Papua New Guinea.
2. English Language Instructors.
3. Applicants should have a B.A. degree, be qualified to teach English or English as a Foreign Language and be prepared to teach primary school teacher trainees.
4. Write for details to Susan George, Room E26, Voluntary Service Overseas, 9 Belgrave Square, London SW1, England.
5. When filled.

## ENGLISH

1. Secondary schools in Tanzania.
2. Secondary School Teachers (ten openings).
3. Applicants should have a B.A. degree and be qualified to teach English at secondary school level.
4. Applications, including a c.v. and the names of references, to Susan George, Room E26, Voluntary Service Overseas, 9 Belgrave Square, London SW1, England.
5. When filled.

## Alice Pack Departs

*(continued from page 73)*

German (she has several Austrian grandchildren who speak only German).

Over the years Alice's motto, borrowed from Heber J. Grant, has been "that which we persist in doing becomes easy to do, not that the nature of the task has changed, but that our capacity to do has increased." She says "perseverance is the key to success," and "struggling brings achievement." Her own life full of accomplishments illustrates those words in a very powerful way.

As she departs for Southern California, Alice leaves her colleagues and students wondering "What will she do next?" Those who know her don't expect her to "retire." In spite of her past accomplishments, she still has "a million things to do."



# TESL REPORTER

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