

TESL Reporter: A Life Well-lived

by

Mark James

For the TESOL/EIL Programs

BYU—Hawaii

January 2023

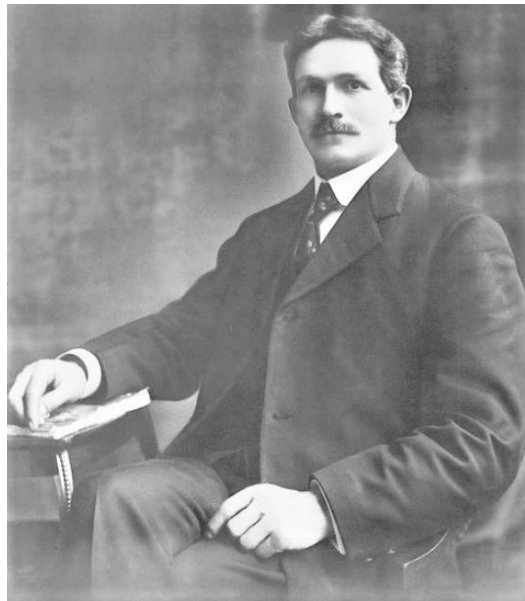
**Special thanks to the BYU—Hawaii Archives and to Lynn
Henrichsen for his valuable feedback and editing.**

TESL Reporter: A Life Well-lived

Background

To discover the roots of the *TESL Reporter*, we must go all the way back to the year 1920, when David O. McKay, as a young apostle, was assigned to visit every single mission in the church and ascertain the needs of the members worldwide. His worldwide travels took almost a year.

David O. McKay was a beloved teacher and school administrator for years before he was called as an apostle, so naturally, he saw a clear need for better educational opportunities and meetinghouse facilities.



Therefore, when he became church president in 1951, he began an aggressive campaign to build schools and chapels internationally, and his work was aided in large part by labor missionaries. Both the Church College of Hawaii (now BYU—Hawaii) and the Polynesian Cultural Center (PCC) owe their existence to this program and to this prophet.

The building of church schools in the South Pacific led ultimately to the development of Teaching English as a Second or Foreign language program at BYU-Hawaii.

Key People

We often speak of Alice Pack as the mother and co-founder of our TESOL program, and William Conway as being the father.



However, not enough attention has been given to the pioneer contributions of Ishmael Stagner, who was, in a sense, the godfather of the BYU-Hawaii ELI (now EIL) & BATESL (now BATESOL) programs, and hence, the *TESL Reporter*.



The organization of the EIL program, the TESOL major, and, indirectly, the *TESL Reporter*, can be traced back to Stagner's misadventures in the mid-60s at one of President McKay's new schools in the South Pacific. (What follows comes from a lecture he gave at BYU-Hawaii in 2005 ("Moving Forward Looking Back" unpublished; copy in possession of BYU-Hawaii TESOL Department)

To summarize briefly, "Ish" Stagner, local Oahu boy and former Kamehameha School senior class president, graduated from CCH in 1961 . With his new bachelor's degree in English, Stagner left to teach English at the new LDS Mapusaga High School—located on the island of Tutuila, American Samoa.



Stagner was assigned to teach ninth grade English, but he soon realized his students were not prepared for the ninth grade American textbooks and curriculum which had been sent from Utah. Some of the students tested as low as third grade in reading and writing. None of the imported American teachers knew what to do. The facilities were excellent, but the U.S. curriculum and textbooks were not suited to the needs of the learners. Stagner shared his feelings in a letter with the chair of the LDS Pacific Board of Education, Dr. Owen Cook, stating, "we are just not prepared for the educational challenges of teaching these people--especially teaching them English." Not long after, two members of the Pacific Board of Education came through Samoa, Tahiti, and Tonga and agreed there was a problem.

At about the same time, President Wendell Mendenhall, who was the chairman of the church's building committee, came by to visit the various schools and see how they were doing. When he saw Stagner in Samoa he said, "What's happening over here? Bring me up to date. And don't give me any of the fluff that everybody else has given me!" President Mendenhall was a man who was extremely direct, and more importantly, he had direct access to President McKay. Stagner said "Well, actually you are building wonderful buildings, and the church labor missionary program is absolutely inspired, but the fact is, we have some real teaching problems here."

At the end of the school year, Stagner went to Provo to work on a Master's degree (summertime). One day, Pres. Mendenhall called him up and said, "Do you have time to come up and talk with President McKay?" But you'll only have five minutes, and his secretary will time you so you will only have five minutes."

As daunting as the invitation was, Stagner agreed. At the meeting, President McKay said, "Brother Stagner, I understand that we are not doing what we should be doing in the Pacific for our saints there." Stagner replied that people were trying but nobody knew what to do or how to teach in a foreign language context. President McKay then asked, "Well, what do you recommend?" Stagner told him, "Well, I recommend that we use a different approach, called Teaching English as a Second language. It's a brand new field."

"The other thing I recommend is that we take all of our international students that are at the Church College of Hawaii, and take them through an English as a second language program (EIL today), and then start an English as a Second Language major that would teach some of them how to go back to their countries and teach appropriately." President McKay looked at him and said, "Brother Stagner, that is exactly what the church needs." At that point Stagner's five minutes were up, and President McKay's secretary, Claire Middlemiss gave the signal. "Thank you, Brother Stagner, that's enough, . . . good bye."

In the Fall of that year (1962) Stagner returned to CCH and the end result of that meeting in Salt Lake was the creation of an ELI program (now called EIL) in 1963. The English Department would have nothing to do with it, so Stagner was on his own.

Stagner then asked Bill Conway, the man who had replaced him at Mapusaga, to join him at CCH. (Conway, by the way, had also written his own 16-page “epistle” to the LDS Pacific Board of Education outlining the problems he was experiencing.) Together, they began visiting other schools and going to a variety of relevant conferences. Though there was a handful of fairly new M.A. TESOL programs around the country, no one was doing anything in the field at the undergraduate level (at least, in the United States).

Shortly before leaving CCH to work on a PhD, Stagner received a letter from Dr. Gerald Dykstra saying that he was coming to the University of Hawaii to help with the new MA TESOL program there and wondered if we had anybody who would be interested in applying. Stagner, knowing Alice Pack well, replied, “I have this friend over here; she’s going to be your best student!”

According to Alice Pack’s autobiography (unpublished; copy in possession of BYUH TESOL Department), Pack and Conway both signed up for the MA program, taking a full load of graduate courses in the morning in Honolulu, and racing back to Laie to teach a full load of classes. Alice wrote in her autobiography (unpublished; copy with TESOL department) that there was a time when she felt like quitting (remember she’s 55+ years old!), but her husband, Paul, told he was surviving just fine “without her,” and to keep going. Alice was grateful in the end for having survived that year and a half and obtaining her MA .

While driving one day to classes in Honolulu, Pack & Conway came up with the idea of creating a small, practical quarterly publication which would highlight CCH’s new BA TESL major (one of the first such BA degrees in the U.S.). The journal would also provide a valuable service by serving as a vehicle for the discussion and dissemination of ideas by and for teachers of English throughout the Church Education system and other schools in the Pacific Basin. The administration liked both aspects of the mission and approved funding for it. Conway & Pack decided to call it the “TESL Reporter” and the format made it look much like a newsletter. (The double column format did not go away until years later.)

TESL

Teaching English as a Second Language

REPORTER

Published by:

English Language Institute
The Church College of Hawaii

Vol. 1 No.1 Laie, Hawaii Autumn, 1967

Reporter Focuses On Hawaii, Pacific

TESL Reporter is a publication of the English Language Institute and the Bachelor of Arts in Teaching English as a Second Language (BATESL) program of The Church College of Hawaii located in the windward community of Laie. The central focus of this publication is upon the methods and problems of TESL, mostly in Hawaii and in the Pacific Basin. Subsequent issues will contain practical lesson plans,

news of the ELI and BATESL programs of Church College and of other institutions, articles on language and pedagogy, short papers by BATESL candidates, language news of Hawaii and the South Pacific, and other relevant articles of general interest.

It is intended that this publication will circulate throughout the Educational System of the Church of Jesus Christ of Latter-day Saints and among English teachers in the Hawaiian islands and elsewhere.

Articles relevant to language teaching and TESL may be sent to William Conway, Box 25, The Church College of Hawaii, Laie, Hawaii, 96762. Manuscripts should be double spaced and typed, not exceeding three pages.

CCH Purchases \$15,500 Laboratory

A new thirty position language laboratory has been purchased from Harkan Hawaii, Inc. at a total cost of \$15,500 for use of the Modern Language and English Language Institute programs at The Church College of Hawaii.

The former laboratory equipment is to be installed near its former site as an information retrieval center.

One of some fourteen such labs in Hawaii, The Church College laboratory will feature dual-channel magazine recorders which are audio-active, providing students with respond and compare features while eliminating the usual "reel" problems so characteristic of open tape recorders.

New Degree In TESL

Recognizing that the teaching of English to foreign students requires special training, the Church College of Hawaii has developed what is believed to be the first undergraduate program leading to a degree in teaching English as a second language. Beginning this fall semester the first candidates for this degree will enroll in the program.

The proposed curriculum for the BATESL degree includes a composite of emphasis on English, speech, linguistics, and history.

(Continued on page 2)

The first issue in 1967 was newsy and highlighted the new language lab on campus and the new B.A. TESL major. The *TESL Reporter* was off to a great start. News of the new undergraduate TESL major gained even more international recognition when Conway got an article published about the new major in volume three of the *TESOL Quarterly*, the flagship journal of our new profession.

TESOL QUARTERLY

Volume 3 March, 1969 Number 1

Table of Contents

| | | |
|--|---|----|
| From Skill Acquisition to Language Control . . . | Wilga M. Rivers | 3 |
| The Relevance of Sociolinguistics for Language Teaching | Roger W. Shuy | 13 |
| English Today: A World View | Randolph Quirk | 23 |
| Preparing English Teachers Abroad | William F. Marquardt | 31 |
| Some Factors Affecting Improvement in Proficiency in English as a Second Language | Thomas Buckingham and George I. Za'rour | 37 |
| Homolinguistic vs. Heterolinguistic TESOL Classes | George Rathmell | 51 |
| The Undergraduate Major in TESOL | William D. Conway | 55 |
| Preparing for or Revitalizing ESL Programs: The Task Group Approach | Stanley Levenson | 61 |
| Bilingual Education for Navajo Students | Robert D. Wilson | 65 |
| ESL Testing on the Navajo Reservation | Eugène Brière | 71 |
| Recent Research in TESOL | Bernard Spolsky | 79 |
| ERIC-TESOL Documents | | 83 |
| Announcements | | 89 |
| Publications Received | | 91 |

The Undergraduate Major in TESOL*

William D. Conway

Increasing recognition of the problems of language acquisition for non-native speakers of English and growing attention to "disadvantaged" children and their language problems have brought TESOL into prominence as a profession. As undergraduates contemplating careers in this area examine the catalogues of universities and colleges across the country they usually find that undergraduate programs in TESOL don't exist—most schools offer programs on the master's level.

These same catalogues feature undergraduate majors in such demanding subjects as physics, biology, English literature, mathematics, etc., but rarely a degree in TESOL. Must students possess a degree before they are qualified to approach the subject? Is the field so specialized and difficult that undergraduates can not understand it? Examination of the curriculum of many master's programs suggests that the answer to both questions is "no." According to the *TENES*¹ survey over 75% of the elementary teachers surveyed who are employed in TESOL have a baccalaureate degree, and somewhat more than half of the high school teachers.

Certainly a master's degree is desirable but do program aims fit the needs? Typically, a master's degree program offers greater specialization and greater depth of knowledge, yet is this possible if there is no supporting undergraduate program such as is found in English literature, for example? The master's program of one well-known university seems to have a three-fold objective: preparation of teacher-supervisors and teachers, instruction in materials development, and possibly research. While valuable, this is not the type of preparation needed by the typical classroom teacher in the public schools.

Further evidence of the failure of the master's program to fulfill the need of students whose desire is simply to be a teacher is the failure to provide practice teaching. In a *Survey of Twelve University Programs for the Preparation of TESOL*² made in 1965, three, and possibly four of the fifteen program variations offered in the survey schools required practice teaching. In

* This paper, originally presented at the TESOL Convention, March 1968, has been revised to include recent changes in the BATESL program at The Church College of Hawaii, reflecting a trimester rather than a semester plan.

Mr. Conway, Assistant Professor of English and Director of the English Language Institute, The Church College of Hawaii, Laie, Hawaii, has had experience in teaching English as a second language in American Samoa and Hawaii. He is founder and editor of *TESL Reporter*, published at The Church College of Hawaii.

¹Harold B. Allen, *A Survey of the Teaching of English to Non-English Speakers in the United States* (Champaign, Illinois: National Council of Teachers of English, 1965).

²Sirarpig Ohannessian and Lois McArdle, *A Survey of Twelve University Programs for the Preparation of Teachers of English to Speakers of Other Languages* (Washington, D.C.: Center For Applied Linguistics, 1966).

After two years of teaching in the new BATESL program, Conway decided to leave for a PhD program in Technical Writing and never returned to ESL or BYU-Hawaii. He developed a fine reputation in his chosen field while teaching at BYU-Idaho for many years.



Here, Conway can be seen with Ropeti Lesa, Michael Foley, Juanita Benioni and George Hunt. (Noel McGrevy is just out of the picture to the far right and Anna LaBarre is behind the camera)

Alice Pack took over coordinating the ELI and BATESL program as well as the editorship of the *TESL Reporter*. She had edited publications before, so she was ready, willing, and able. She had several assistant editors over the next 12 years, including, David Butler and Mike Foley briefly, and Lynn Henrichsen for most of that time. During the academic year 1974-75, Foley took over editorial duties while Pack worked on her PhD. When Alice was ready to retire in 1980, Lynn was ready to take over the many reins.



Like Pack, Henrichsen was well-prepared to take over the duties of editing. In high school he had taken a graphic arts class in which they did page layout, negative stripping, and printing press operation. As an undergraduate, he also had worked in an instructional media center, and in graduate school, had minored in Instructional Media. All of these experiences and acquired skills prepared him to confidently serve as Alice Pack's assistant editor and later take the helm. It was also a relief to Pack to know that someone so competent was already in place when she retired.

Mission, Scope, and Circulation

Originally, the intended audience or readership of the *TESL Reporter* was teachers at schools in the Pacific. It was a public relations vehicle for the B.A. program and university and an institutional commitment to be of service to this new academic field. The Editors of the *TESL Reporter* were never shy about sharing news of TESOL-related events happening on campus.



SEINI VAMANRAV
May 1972



JULENE EVANS
May 1971



CECILIA VAIOLATI



KENYON MOSS

December 1972

Fifth Year Certificates



SCOTT TEMPLE



JUDY LALAU

CCH BATESL GRADUATES

Candidates for the degree program must complete all general and area requirements for a regular bachelor of arts degree. Americans and other native speakers of English are expected to acquire some knowledge of the cultures and languages of Polynesia and/or the Orient. Non-native speakers of English pursue competence in English throughout their entire undergraduate program.

MAJOR REQUIREMENTS INCLUDE THE FOLLOWING COURSES:

LINGUISTICS

- 210 Phonetics and Phonemics
- 310 The Grammars of English
- 410 Advanced Linguistics

ANTHROPOLOGY

- 310 Polynesian Culture

ENGLISH

- 340 Language in Literature
- 345 Literature in Polynesia
- 351 Shakespeare and His Age
- 356 United States Literature to 1900
- 357 Twentieth Century Literature

METHODOLOGY

- 466 TESL Methods
- 442 Professional Preparation for Teachers
- 499 Supervised Student Teaching

All students must take the normal sequence of education classes if they wish to become certified teachers in TESL and in English. Supervised teaching in TESL is done in the multi-racial public schools of Hawaii.

In addition, all majors must complete at least four semesters of an approved foreign language. (Foreign students may count English as a foreign language.)



FAIGALILO AIU
May 1973

Summer 1973

FETULIMA TAMASESE



APIKARA HEMI



Such publicity led to a steady stream of luminaries from the young field making the drive out to Laie to see for themselves and to share their own insights and research.



TESOL Planning Committee Visits BYU-HC

In preparation for the 1982 TESOL convention, to be held in Honolulu next May, members of the convention planning committee visited the BYU-Hawaii Campus recently. Pictured are Wilma Oksendahl, local co-chair; Aaron Berman, TESOL development and promotions; James Alatis, TESOL executive secretary; Carol LeClair, TESOL central office; Simon Almendariz, development and promotions; Jean Handscombe, associate chair; and Mark Clarke, convention chair. The deadline for submission of proposals for presentations at the convention is September 15. Contact: Mark Clarke, UCD, Education, 1100 14th Street, Denver, Colorado 80202, U.S.A.

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

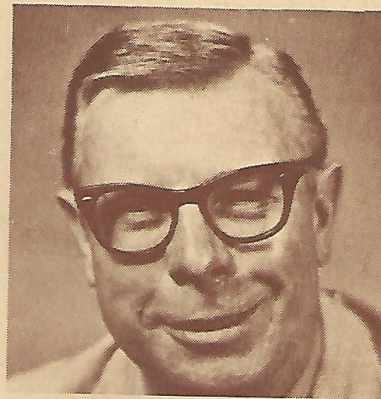
On April 12, 1974 the Board of Trustees of the Church of Jesus Christ of Latter-day Saints and CCH's president Dr. Stephen L. Brower jointly announced that the Church College of Hawaii will be renamed Brigham Young University: Hawaii Campus.

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

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

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

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



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

TESOL Senior Seminar Research at Brigham Young University-Hawaii

Since 1968, the TESOL program at Brigham Young University—Hawaii has been preparing people to teach English to speakers of other languages.

Ten years ago, the requirements for a B.A. degree in TESOL at BYU-Hawaii were modified to include a "senior seminar." One of the requirements of this course was to plan, conduct, and report on a senior research project.

Numerous research questions of interest to other TESOL professionals have been investigated by TESOL students at BYU-Hawaii over the last ten years. The great majority of the reports on their research have now been compiled and organized. *TESOL Reporter* readers interested in obtaining copies of these reports may request them by contacting the editor.

Titles and Authors

"A Study of the Effect of Intonation on ESL Students' Comprehension." Susanna Pik Yi So (1990).

"English Article Acquisition of Tongan L1 speakers and Cantonese L1 Speakers." Faye Funa (1990).

"The Accuracy of Teacher Judgement of the English Writing Ability of University ESL Students." Brent Green (1990).

"The Study Habits of Samoan and Japanese Students: A Comparative Analysis." Larry Purcell (1990).

"An Analysis of the English Language Needs of LDS Church Leaders in EFL Settings." Daleena M. Craig (1989).

"The Principle Effect' in Action—Determining Why Students Improve on the BE 220 English Grammar Test." McKay Eckman (1989).

"Common Writing Errors made by Locally Born and Educated Students Attending Brigham Young University—Hawaii Campus." Mildred Fuertes (1989).

"Readability of the Language Used on Teacher Evaluation Forms at BYU-H." Chanmaly Heung (1989).

"A Comparative Analysis of the Study Habits of Tongan and Singaporean Students." Mele Taukeiaho (1989).

"Limited English Proficient (LEP) Students: Who are they? Some Classroom Teachers' Experience." Rosalind Meno Ram (1989).

"Correlation of MTELP and CELT Scores for BYU-HC ELI Students: A Basis for Future Alternatives." Peter Tovey (1989).

"Essay Quality and Time Allowed for Writing: Increasing the Practicality of the ELI Essay Evaluation Process." Lindy K. Tham (1989).

"Variability in Writing Conferences." Christina M. Dahlqvist (1988).

"Dictionary vs. Contextual Clues." Sam Lee (1988).

"A Contrastive Analysis of Cantonese and Mandarin." Vicki Yung (1988).

"A Contrastive Analysis: Question Patterns in Mandarin and English." Christine K. Y. Chu (1988).

"Cognitive Strategy Transfer in Second

Language Reading." Benjamin Juan (1988).

"Contrastive Analysis and Error Analysis Working Together." Sheila Lalonde (1988).

"A Critique of Three Classroom Observational Instruments." Zoe Ann Aki (1987).

"Live vs. Taped Dictation: Validity, Practicality, and Affect." Jaclyn Ip (1987).

"Functions of English for Hong Kong Students at Brigham Young University—Hawaii Campus." Zachariah K. H. Leung (1987).

"ELI Class Size and Passing Percentage, Are They Related?" Beth Haymond (1987).

"Live Dictation and Taped Dictation: Students' Performance and Affective Reaction." Mee Lee Lai (1987).

"The Relationship Between English Proficiency and Gesture Recognition." Kristen Phyle (1987).

"A Comparison of the Acceptable-Word and Exact-Word Methods for Scoring a Cloze Test." Connie Kojima (1986).

"Non-Verbal Oral Language: A Difficulty Faced by ESL Students." Teri Lee Lehman (1986).

"Foreigner Talk: Implications for the ESL Teacher." Debbie Li (1986).

"The Difficulties of Teaching English as a Second Language in Hong Kong." Diana Tang (1986).

"Error Gravity: A Study of BYU-HC Faculty Opinion of ESL Writing Errors." Leslie Guinto (1986).

"Advantages and Disadvantages of Multiple-Choice Cloze." Ruby Ho (1986).

"A Contrastive Analysis of the English and Tongan Consonants." Teuila Latukefu (1986).

"Taiwan Mandarin: An Overview." Richard Timms (1986).

"Anxiety and its Affects on Test Performance." Annette Lukachovsky (1985).

"Literature: Its Values in Tonga's ESL Classrooms." Hisipaniola L. Makalo (1985).

"The Criterion Validity of Carleton's 'Blur Test.'" Mere Meha (1985).

"The Inductive Approach versus the Deductive Approach to Teaching ESL Students the Order of Noun Modifiers in English." Johnny Ka Wing Mok (1985).

"Dictation as an English Language Proficiency Test." Yoshihisa Ohysatsu (1985).

"Motivating ESL Students in English Reading." Silipa Lutui (1985).

"Recognition-Production Problems in ESL Word Games." Galen Bench (1984).

"Predicting the Rate of Second-Language Acquisition from a Measure of First-Language Proficiency." Venny M. K. Lai (1984).

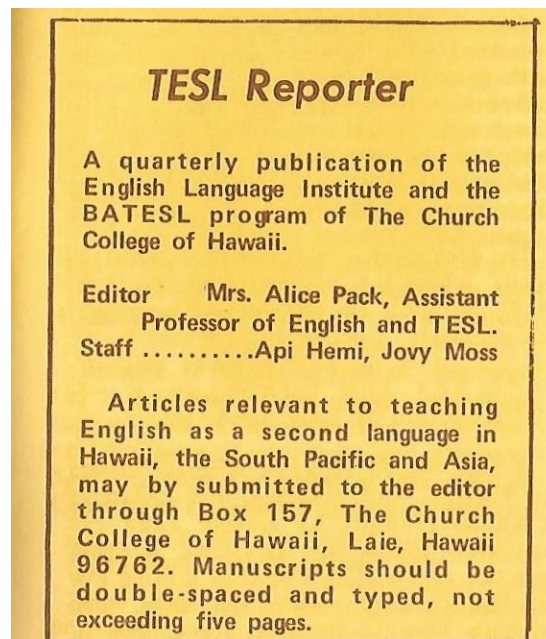
"A Study of the Effectiveness of Formal Instruction on Learners' Acquisition of the Order of Noun Modifiers in English." Jamie Chia (1984).

"Culture as an Impediment to Learning." Moira Stevenson (1984).

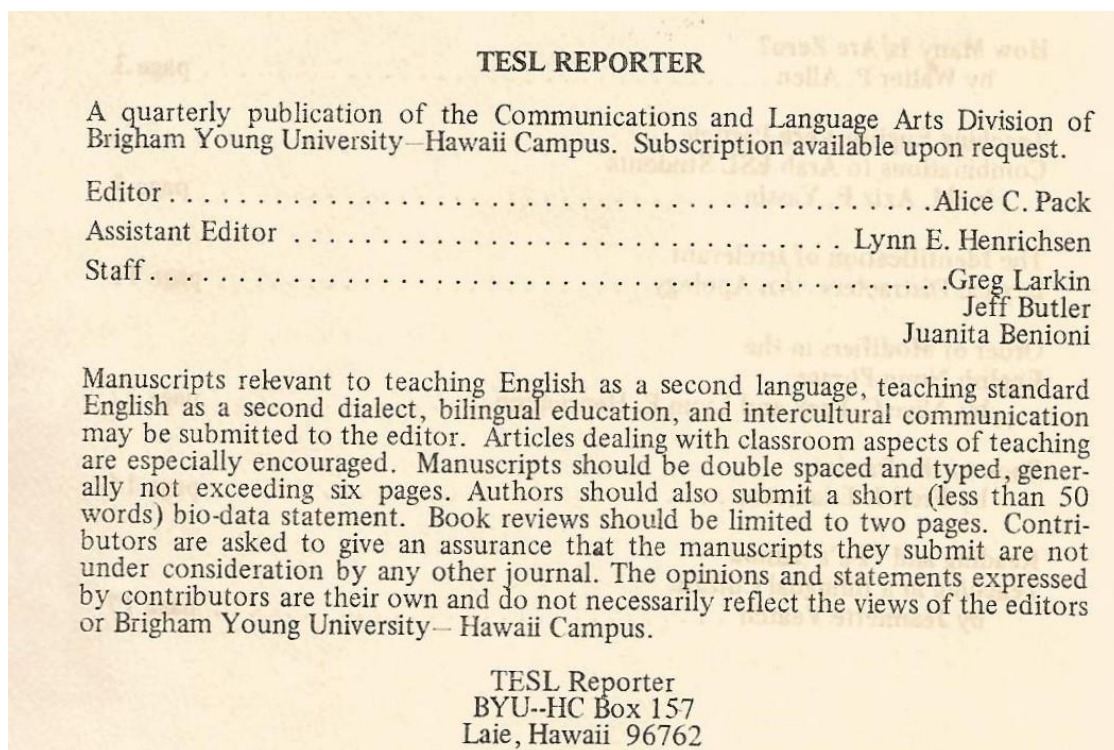
"T-units for Testing ESL Writing." May Kwong (1983).

"Motivation and Attitudinal Factors Affecting BYU-Hawaii ELI Students of Different Cultural Backgrounds." Glen Penrod (1983).

The TESL Reporter's mission or scope of interest was narrow in the beginning, but widened over time to include much of the ESL/EFL field.



1960's-1970's



Late 1970's

Over the next twelve years, Henrichsen revised the cover design and format of the *TESL Reporter* multiple times and arranged for the indexing of all back issues in *Language and Language Behavior Abstracts* and their inclusion in the ERIC Document database. He also recruited an editorial advisory board, converted from paper-based to computer-based typesetting and page layout in the late 1980s, and increased the *TESL Reporter's* circulation and sphere of influence. By its fifteenth anniversary, the journal had a circulation of nearly 3,000 subscribers in over sixty countries.

In 1992, when Henrichsen decided to take a position in the Linguistics Department at BYU in Provo, Utah, then assistant editor, Mark James, took over as the journal neared the Silver Jubilee or 25th anniversary year of publication. Although the number of subscriptions over time did not increase much, subscribers widened to over 100 countries.



Mark James

James would edit the journal for most of the next 25 years, sandwiching short tenures by Maureen Andrade (2005-2008) and Mark Wolfersberger (2008-2012). James was then followed by Nancy Tarawhiti (2018-2020), and finally co-editors, Austin Pack and Jeff Maloney (2020-2022).



Maureen Andrade



Mark Wolfersberger



Nancy Tarawhiti



Austin Pack Jeff Maloney

The Context (of the profession)

The field or profession of Teaching English as a Second or Foreign Language was quite new in 1967, though people had obviously been teaching English to non-native speakers for centuries. The two reigning international professional

organizations, one American (TESOL) and the other British (IATEFL), were both established in 1967.

Several closely-related journals existed: The *ELT Journal*, established by the British Council in (1946), the *English Teaching Forum*, established by the United States Information Agency (in 1962) and then 3 journals in 1967: *Foreign Language Annals*, the *TESOL Quarterly*, and . . . the *TESL Reporter*.

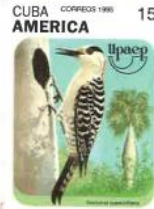
As the field matured, it naturally grew more complex and journals began to multiply and specialize, resulting in nearly 200 periodicals of one kind or another. Generalist journals like the *TESL Reporter* and *Foreign Language Annals* had to compete with more specialized journals like *Second Language Testing*, the *Journal of Second Language Writing*, (and as if that were not specific enough, the *Journal of Response to Writing!*), as well as newer online journals such as *TESL-EJ* and the *Journal of Reading in a Foreign Language*. In addition, local and regional organizations began to publish their own journals, (e.g., the *JALT Journal* (Japan), the *RELC Journal* (Singapore), *Prospect* (Australia), the *Thai TESOL Journal* and so on.

These developments brought much competition to one of the core aims of the *TESL Reporter*, which was to encourage the dissemination of ideas by second and third world authors.

The Work

Producing, publishing, and distributing the *TESL Reporter* involved a lot of work—more than the usual work faced by academic journal editors. A journal editor normally receives, reviews, decides, communicates, and edits. In the case of the *TESL Reporter*, communicating was generally the most enjoyable. Letters from potential authors and readers arrived from around the world.

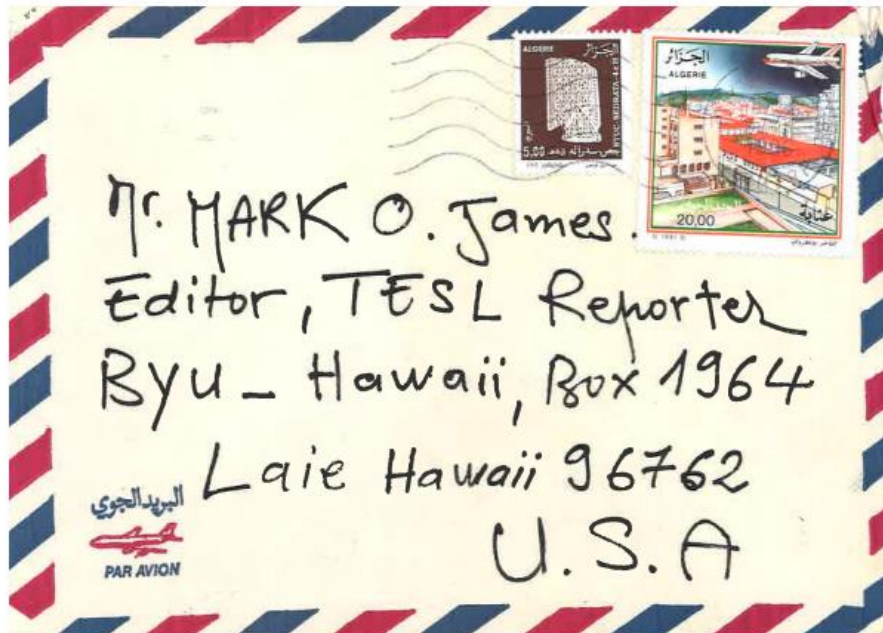
Jorge Luis Vega Ramirez.
5ta No 119, e/ByC,
Vigia, Santa Clara 50200.
Vieja Clara.
Cuba.



913

913

T.E.S.L. Reporter
Brigham Young University
Box 1964 LAIE
Hawaii 96762
U.S.A.



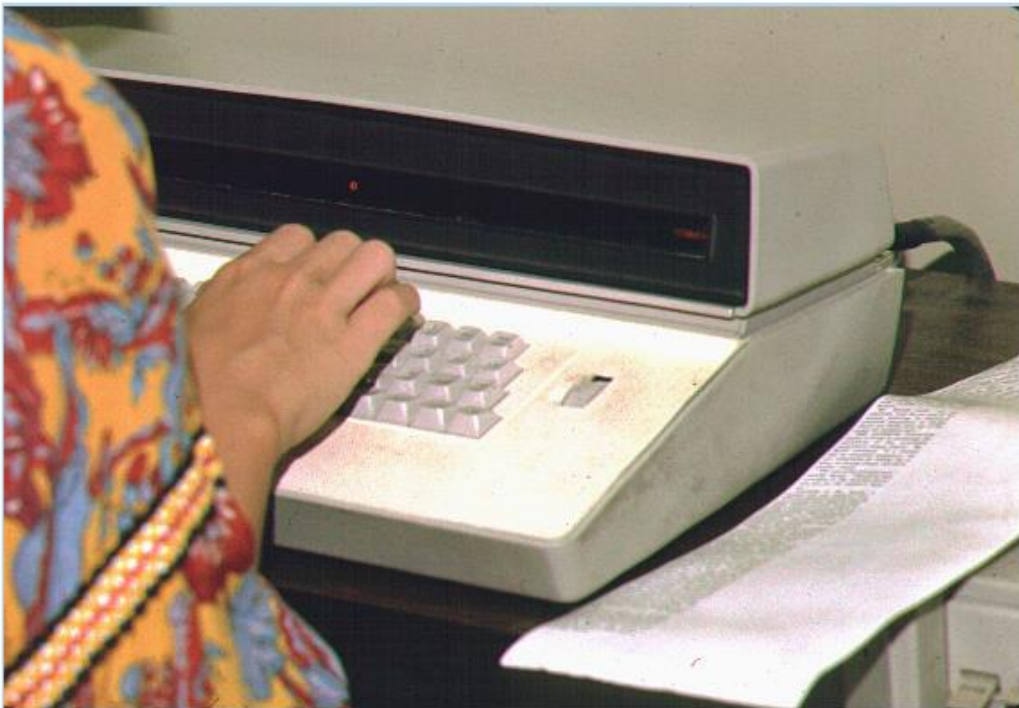


During the first several years of publishing the *TESL Reporter*, relatively few people knew about the journal, so in addition to the usual workload, Conway and Pack spent much time contacting people, sending out copies to all the English department addresses they could find, and writing some of the articles themselves. On top of all this, they did all the graphic production work.

Typesetting

In the early years, just producing the text of the *TESL Reporter* was labor intensive. There were no computers, let alone internet, back then, and the issues came out quarterly. Stages of production from one issue to the next overlapped and there was no rest in between. Indeed, there was no in between!

To produce professional-looking justified text, in the actual typesetting stage, titles, page numbers, and texts were laboriously typed (twice!) into what was called a Phototypesetter.



At the push of a button, the typesetter turned the typing into a long column of justified text (straight edges, with the chosen font size). The product then had to

be trimmed with scissors, rolled through a hot wax machine, and carefully placed it onto a sheet of grid paper illuminated from below by a light table.



The columns of text were laid out, along with various section lines and titles of various font sizes on grid paper. The result was one page of camera-ready copy. These were taken to press (Edward Enterprises Inc. in Kalihi), where a photographic image of each master grid sheet was taken to make the master plates. If you look at the early issues, every once in a while, you will spot a slightly crooked line, page number, or column of text. Getting the small items perfectly vertical or horizontal was difficult, even with the backlight table and grid paper, and when it's already 11pm, your eyes get a bit blurry and your brain a bit foggy!

By the late 1980's, the Apple Macintosh, and subsequently, laser printers, made it possible to print off computer-based drafts of each justified column (which still required layout skills for pasting on double-page galley sheets).



When done, the camera-ready galley sheets would be driven in to town (Edward Enterprises). During the 1990's, BYUH Print Services obtained new equipment and was able to take over printing. Department secretary, Michelle Campbell, had to learn to use desktop publishing software *Ready, Set, Go!* and *Quark Express*). This new technology made it easy for digital versions of each article to be emailed out for final review by each author, and for each final version of each issue to be emailed over to Print Services. What used to take days for the editors, now took hours for the secretary.

In the final years, BYUH Print Services took over most of the formatting as well. Department Secretary, Tanya Smith, was able to email the articles in *Word*

document form to Craig Nakayama and he took it from there, producing a proof copy for the Editor. As with any large manuscript, despite the best efforts of multiple people, there were always a handful of typos and a number of formatting details to iron out before the issue was ready to print and upload. Each pair of eyes that examined the proof copy typically found a few items not picked up by others.

One year, unfortunately, we ended up misspelling an author's name on the front cover. No one had bothered to look carefully at the cover page of the proof copy. Ouch! In the final years, when the journal was entirely online, these types of mistakes could be easily fixed even after the issue went "live."

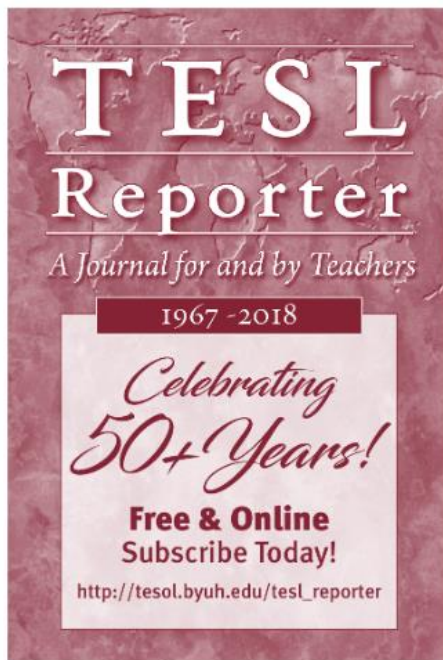
Distribution/Mailing

In the beginning, only a few hundred copies of each issue were printed, but within a few years, over a thousand, and by the 1980's, there were several thousand. The editors or the department secretary had to first to first sort and bundle the addressees by country. Moreover, the early editors had to keep the mailing list up-to-date, print the mailing labels, and stick them to each copy of the journal.

Proselytizing

In the early days, when the journal was brand new, "proselytizing" was absolutely necessary. Even in later years, when there were so many journals, proselytizing was still absolutely necessary.

Often, the editor traveled to conferences with a heavy box of back issues and/or pass-along cards. Past editors carried heavy bags to pretty much every professional conference they ever went to, like the early LDS missionaries who carried pamphlets and Books of Mormon in their shoulder bags as they traveled from place to place.



The TESL Reporter has proudly been publishing classroom-oriented research and ideas from authors around the world for 50 years. **We are now free and online.** When you subscribe, you will receive an email with a link to each issue as it becomes available. Subscribe and learn about us at:

https://tesol.byuh.edu/tesl_reporter

Submission guidelines for full-length manuscripts, teaching tips, and reviews may also be found at:

https://tesol.byuh.edu/tesl_reporter

Lynn Henrichsen, editor during the 1980s and 1990's, told a favorite story along these lines while visiting the National Taiwan Normal University. While being escorted through the TESL section of their periodical collection, he spotted the *TESL Reporter* on display. He pointed it out and mentioned he was the Editor. They were surprised, and when he pointed out that he had an article in the current issue of the *RELC Journal* sitting left of the *Reporter*, they were duly impressed!



Lynn Henrichsen at Taiwan National Normal University

Commiserating/Strategizing

In the 80's and 90's, the number of editors in the field was relatively small. The editors of the major journals in the field could sit around one large table in a small conference room at the annual TESOL conference. We all knew each other and looked forward to commiserating and comparing notes each year. The session was always conducted by the current *TESOL Quarterly* Editor. Following the Editor's Roundtable, there was an afternoon conference session in a huge room where the editors would sit on stage in panel fashion and individually introduce

their journal and its purposes and answer questions from the audience. This was followed by a break-out session where each Editor had an assigned station and individuals could come by with specific questions, pick up complimentary back issues and guidelines for submission. This event was very helpful and gave free publicity for each journal.

Resources

From the beginning, the budget for the TESL Reporter was generous, for such a small campus, but budgeting for next year's expenses was not always easy. Department budgets were submitted 1 year in advance and the prices of paper, printing and mailing were not always predictable.


Example 2000 - Cost for 2 issues that year = \$10,000

Example 2003 - Cost for 2 issues that year - \$17,000

As far as faculty support goes, there wasn't much. During the early years one person coordinated the EIL and TESOL programs and edited the *TESL Reporter* with little to no course load reduction. The journal began to run "on all 4 cylinders" as the expression goes, with the hiring of the first 3 full-time EIL faculty in 1981 (Norm Evans, Mark James, Fawn Whittaker). Then editor, Lynn Henrichsen, gratefully handed out *TESL Reporter* responsibilities to each. Importantly, the journal took on some responsibility for generating income to offset rising costs, with Norm Evans serving as the Business Manager. Advertising income rose to about 1000 dollars a year, representing almost 15% of the expenses at the time.

Summer 1981 83

New from Regents



Fluency Squares for Business and Technology
by Phillip L. Knowles
and Ruth A. Sasaki

Beginning, Intermediate, Advanced

Professional people today have to discuss job descriptions, company descriptions, market shares, productivity, and energy-efficiency in English. They have to understand the concepts of cause, state vs. event, proportion, rate of change, numbers and operations, classification, and sequence. **Fluency Squares for Business and Technology** offers professionals in those fields the opportunity to develop their listening and speaking skills by discussing concrete, realistic situations, problems, and economic changes. A special section called **Quantitative English** deals with numerical relations, graphs, and rates of change. Reading and writing activities form an integral part of the book. Regular tests and a complete answer key help make the book easy to use.

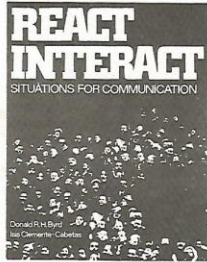
Available October 1981

| | | |
|-----------|---------|---------|
| No. 18372 | Text | 128 pp. |
| No. 18373 | Visuals | |

REACT INTERACT
Situations for Communication
by Donald R.H. Byrd
and Isis Clemente-Cabetas

This text is composed of twenty-two situations to stimulate real communication and to expand vocabulary and grammar. React Interact develops the communicative functions of: giving information or advice; persuading others; debating; agreeing/disagreeing; reaching a consensus; solving a problem; expressing preferences, probabilities, necessities, opinions, reasons, and feelings. Each lesson contains questions for oral interaction, exercises for written reaction, and a vocabulary list with definitions. React Interact is intended for both native and non-native adult speakers of English at the intermediate to advanced levels.

No. 18674 144 pp.



Regents Publishing Company, Inc.
2 Park Avenue, New York, N.Y. 10016

Sample Ad page in the Summer 1981 issue

The Format (cover design, length, manuscript categories)

In the beginning, Conway and Pack planned for an eight-page quarterly laid out in double columns. This was expanded to 16 pages generally, though issues varied in length. With a reduction to a semi-annual schedule in 1992, issue length naturally increased and beginning in 2002 (vol 36) issue length had increased to the point of making perfect binding possible (minimum 40 pages required).

Cover design changed occasionally, reflecting the tastes of the times. Use of matching, colored internal pages stopped with volume 13.

| TESL REPORTER | |
|---|-----------|
| Vol. 13 No. 1 | Fall 1979 |
| Laie, Hawaii | |
| CONTENTS | |
| How Many Is/Are Zero? by Walter P. Allen | page 3 |
| Teaching English Verb-Particle Combinations to Arab ESL Students by M. Aziz F. Yassin | page 5 |
| The Identification of Irrelevant Lexical Distracters: An Apology | page 11 |
| Order of Modifiers in the English Noun Phrase by Alice C. Pack and Lynn E. Henrichsen | page 12 |
| Back to the Barrier by Fred J. Edamatsu | page 14 |
| Reading and "Fa'a Samoa" Teaching in a Bilingual Culture by Jeannette Veatch | page 17 |

| TESL REPORTER | |
|---|---------|
| Brigham Young University—Hawaii Campus Vol. 14, No. 1 • Laie, Hawaii • Fall 1980 | |
| Interactive Listening by James Baxter | page 3 |
| University Teaching Awards in the People's Republic of China | page 10 |
| Controlling the Velocity: A <i>Sequitur</i> by T. Edward Harvey | page 11 |
| Conference Announcements | page 12 |
| A Selective TESL Bibliography by Lynn E. Henrichsen | page 13 |
| New President at BYU—Hawaii | page 20 |

| TESL REPORTER | |
|--|----|
| BRIGHAM YOUNG UNIVERSITY—HAWAII CAMPUS Volume 17, Number 2 • Laie, Hawaii • April 1984 | |
| Opaque Transparencies for the Overhead Projector by Mark W. Seng | 23 |
| A Lively Lesson with a "Dead" Overhead Projector by Earl D. Wyman | 25 |
| Comprehension Questions in ESL Textbooks by Joselito W. Lalas | 29 |
| ERIC/CAL Services for ESL Teachers and Researchers | 33 |
| An ESL Miscellany Book Reviews by Sunny Lam, Venny Lai, and Mark James | 35 |
| Teaching English as a Second Language 2: An Annotated Bibliography Book Review by Lynn Henrichsen | 38 |
| Practical Ideas for Teachers | 40 |

| TESL Reporter | |
|---|----|
| Vol. 36(1) April 2003 | |
| ARTICLES: | |
| Ageism in TEFL: Time for Concerted Action by Bill Templer | 1 |
| Use of Corpora in Language Learning by Jackie F. K. Lee | 23 |
| Implications of MI Theory For Designing ELT Materials by Asegül Dalgolu | 30 |
| University Students' and Teachers' Attitudes Toward An EFL Reading Program by Esma Maamouri Ghrir | 41 |
| TIPS FOR TEACHERS: | 59 |
| REVIEWS: | 74 |

The *TESL Reporter* became an online journal in 2015, and first experimented with this format's possibilities in 2018 with the use of hot links in "Online Resources for Learners and Teachers of English Language Pronunciation" (Henrichsen et al, Vol 51,1). The outlook at the time was optimistic. To quote from the Annual Report, "The Department of English Language Teaching and Learning, which oversees the journal, is excited about the prospects. The ease of online subscription should multiply the influence of the journal and bring many more people to a knowledge of BYU-Hawaii and its mission."

Alas, this did not happen, for several reasons, but mostly because making the switch and reaching out to people worldwide was not so easy and proved to be an insurmountable task for the one or two people associated with the journal at any one time, namely the editor and the department secretary.

In 2018, the department purchased an advertisement banner at the top of two issues of the online *TESOL Journal* just prior to the annual TESOL Convention. The banner included a hotlink for easy subscription signup. Despite our efforts, we obtained relatively few clicks, despite the wide circulation of that online journal. Efforts to distribute pass-along cards at the annual conferences yielded some successes, but not nearly the magnitude needed for sustaining the mission of the journal. The handwriting was on the wall.

Authorship of Articles

In the early days, with so few outlets for publication in our field, we received our share of manuscripts from big names including eight current or former TESOL presidents (indicated by an asterisk), including Andy Curtis, just a few years ago.

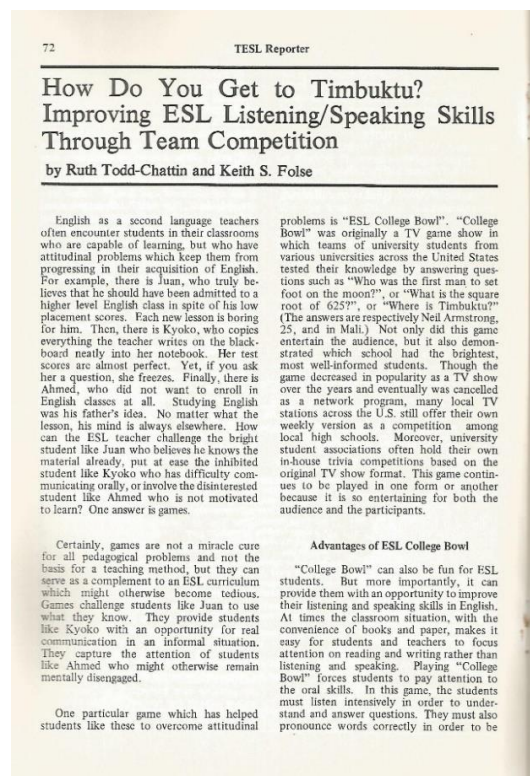
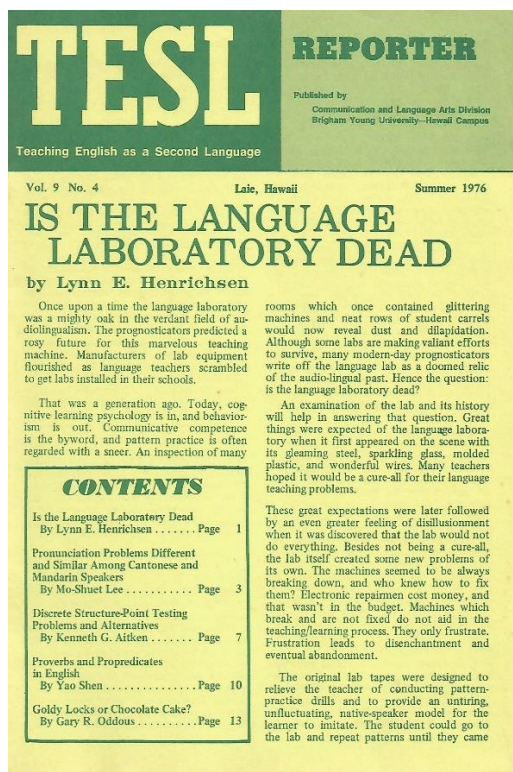
Biggest of the BIG!!

Contributors to the *TESL Reporter* have included many of our profession's movers and shakers!!

Virginia French Allen
***Edward M. Anthony**
***Neil Anderson**
 Gary Barkhuizen
 J. Don Bowen
 Kip Cates
 Anna Uhl Chamot
***Mary Ann Christison**
 Kenneth Croft
***Ruth Crymes**
***Andy Curtis**
 Richard Day
 William Eggington
***John F. Faneslow**
 Lily Wong Fillmore
 Keith Folse
 Lynne Hansen

***John F. Haskell**
 Alan Hirvela
 Donna Illyin
 Mary Lawrence
 Albert H. Marckwardt
 Christine Meloni
***Denise E. Murray**
 Paul Nation
 Don L.F. Nilsen
 Judy Winn-Bell Olsen
 Rebecca Oxford
 Ted Plaister
 Thomas Robb
 Larry E. Smith
 Vance Stevens

Throughout the entire life of the *TESL Reporter* it has also allowed young, up and coming professionals and first-time authors to publish their ideas. A few names that come to mind are Lynn Henrichsen, Keith Folse, Paul Nation, and Norm Evans.



CONTROLLING THE TEACHER: A Listening Exercise

by I. S. P. Nation

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

An Example of Controlled Listening

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

Stop please.

Please say the last word (sentence/paragraph) again.

Speak more slowly please.

What was the word in front of king?

What is the meaning of convince?

How do you spell apply?

Then he tells the learners that he is going to read a passage aloud for them to listen to. He tells them that after they listen to the passage he will check their answers to some questions about the passage. The teacher gives the learners copies of the questions or writes the questions on the blackboard. He also tells the learners that at any time during the reading of the passage they can ask him to stop, read more slowly, repeat, go back to the beginning, spell a word, explain the meaning of a word, or read more quickly. Then, the learners look at the questions and

listen. But, the teacher deliberately reads the first two sentences of the passage too quickly for the learners to follow. Then he stops and looks at the learners for instructions. When the teacher finally reaches the end of the passage and the learners have no further instructions for him, he asks the learners for the answers to the questions.

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

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

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

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

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

Will Publishing ESL Students' Writing Keep Them from Perishing?

by Norman W. Evans and Priscilla F. Whittaker

In the previous issue of the *TESL Reporter* various reasons were given for "publishing" ESL students' writing. Procedures and problems encountered in creating a periodic ESL student publication were also discussed at length. In this final portion of our discussion, reactions to *The ELI Expositor* will be reviewed.

General Reactions

Reactions to *The ELI Expositor* have generally been positive and supportive. First, there has been positive feedback from teachers of other writing-skills classes at the university. Freshman composition instructors have commented that printing the best of student writing is a motivating factor for the students. It lets them see what they are competing against within and among their own classes, and also lets them share and gather ideas from one another and observe how to organize those ideas. Another instructor added that printing international students' writing is an opportune means of exchanging not only ideas for writing, but also information about students' diverse cultural backgrounds. Foreign students are naturally curious about each others' cultures, and exchanging such information can often help students from different backgrounds understand and feel more at ease with each other as they work together toward common goals in their classes.

A second positive reaction to *The ELI Expositor* has been that some students have begun submitting extra work in hopes of getting something "published." They have sometimes done so upon becoming interested in what another student has written in the *Expositor*. Thus, on occasion, they have written letters responding to previously published compositions, particularly those with controversial subject matter. One student with an especially original idea submitted a piece of fine poetry.

A third general response to *The ELI Expositor* that indicates the value which students place on the publication is their requesting copies. Some students ask for extra copies of the current issue; others inquire eagerly when the next issue will be out. Even some non-ELI students request copies of *The ELI Expositor*. A recent case in point was that of a non-ELI student worker at the campus print shop. Having become deeply engrossed in the first page of the latest issue (as the other copies were coming out of the copy machine), he eventually made an extra copy for himself.

A fourth favorable reaction has been the rise in students' confidence in the quality of writing appearing in the *Expositor*. When the first issues appeared, students wondered if they could fully rely on their peers' writing as worthy examples of correct grammar, accurate punctuation, proper organization, etc. But when word began circulating about the many hours of revision often required of the students whose writing was to appear in the *Expositor*, students' confidence in and estimation of the "publication" began to grow. Recently as one student was submitting the third or fourth revision of an accepted *Expositor* composition together with his signature, a peer curiously asked, "What are you doing?" With an unmistakable air of pride, the student responded, "I am writing for *The ELI Expositor*."

Student Responses to a Survey

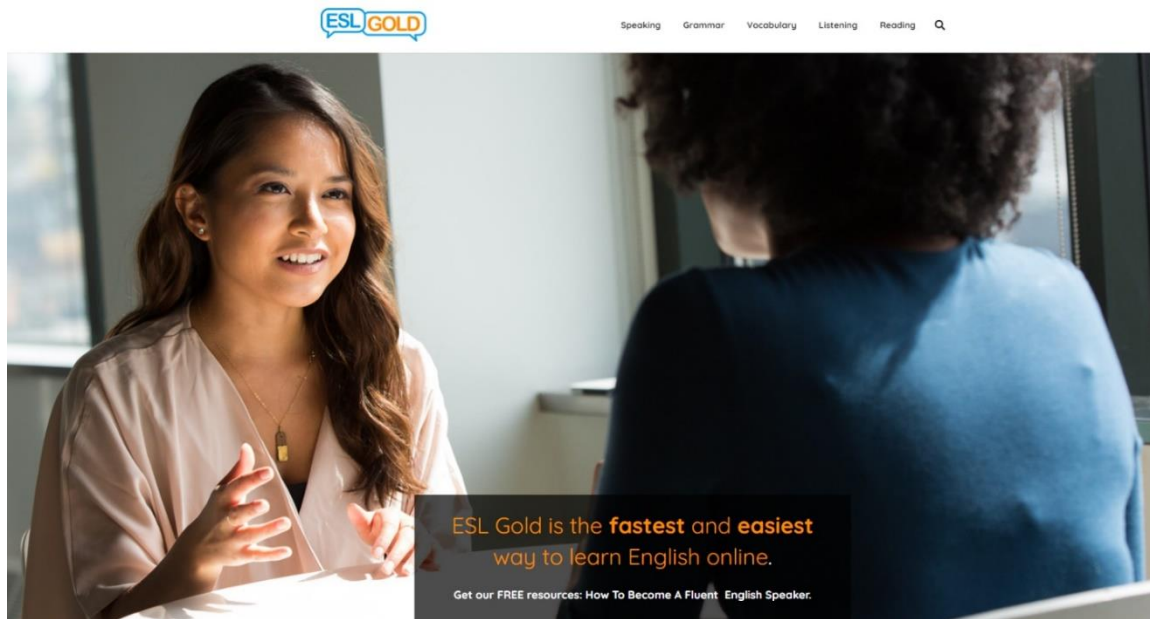
In an effort to determine how students regard the *Expositor*, a survey of their feelings toward the publication was conducted. In part, it consisted of questions (with positive/neutral/negative multiple-choice options) such as "What is your opinion of *The ELI Expositor*?" and "Do you think printing the *Expositor* is a good idea?" The anonymously-given responses of 143 students were a heavy 92% positive, with

More importantly, we can proudly say that over the course of the *TESL Reporter's* life, 50% of our authors have been international. This aligned with one of our goals, which was to reach out to readers and potential authors in second and third world contexts.

Manuscript submissions, in recent years, have been affected or skewed by the increasing pressure and professional standards for promotion and tenure at many international universities particularly in countries like Iran, India, and China. This publish or perish pressure became a common complaint or theme at the annual Editor's Roundtable.

This increased competitiveness also led to the development of journal ranking indices and impact factor algorithms. The *TESL Reporter* has never had a ranking or an impact factor because it is not a research journal and thus is not included in the ranking business. Former editor, Mark James, recalled an occasion or two where this dissuaded a potential author who needed to publish in journals of a certain ranking or impact, according to their institution's promotion criteria.

Manuscript submissions were also affected by the growing number of websites being developed and dedicated to the dissemination of teaching ideas, techniques, and lesson plans, which was a pillar of the *TESL Reporter's* purpose. A excellent example of this is ESLGold.com by one of our finest graduates, Glen Penrod.



Ambassadorship

One early goal of the *TESL Reporter* was to publicize the existence of the new BATESL program and indirectly, the existence of BYU-Hawaii. Thanks to the *journal* and the fine academic accomplishments of the many faculty and exemplary alumni in this program, that mission has been successfully accomplished, though no doubt it is more difficult these days. Just as the *TESL Reporter* has had to compete with so many more similar publications, so too, has our program had to compete with now hundreds of similar degree-granting TESOL programs worldwide.

As an ambassador, the *TESL Reporter* did well. For some decades, at the height of its circulation, the *TESL Reporter* was read by professional colleagues in over 100 countries at the height of its circulation, including countries into which the church did not (and in some cases still does not) have a formal presence, including, Iran, Saudi Arabia, Oman, Cuba, Syria, Tunisia, Morocco, the UAE, and the Muslim former satellite nations of the USSR, Uzbekistan, Kyrgyzstan, Tajikistan, and so

forth. Thus, like the performing musical groups of this campus and BYU Provo, we have helped to make friends and pave the way for future international successes. Interestingly, we have enjoyed receiving Islamic books and pamphlets from one of the missionary universities in Iran for some years now, in return for our publication.

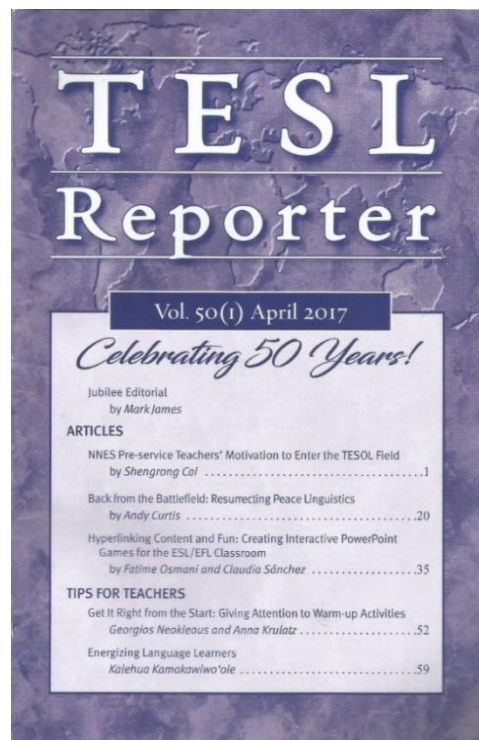
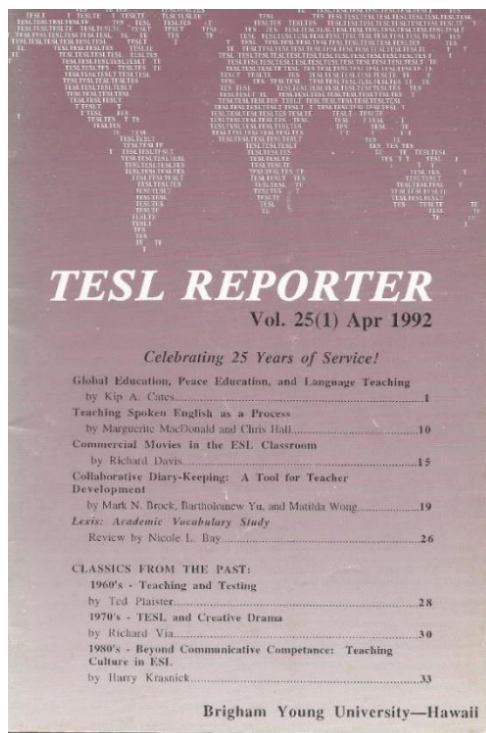
Nearing the End

Near death experience #1 – As the *TESL Reporter* neared the 25th year of publication (1992) and with Lynn Henrichsen's coming departure for BYU-Provo, it seemed timely to hold a one-day retreat and make plans for the TESOL program.



L to R: Lynn Henrichsen, Norm Evans, Myrna Marler, Earl Wyman, Lynne Hansen, Jesse Crisler, Fawn Whittaker, Mark James

As part of the agenda, we asked ourselves if the *TESL Reporter* still had a niche and a purpose. With assignments given in advance, each faculty member reported on a portion of what might be called today a SWOT analysis. The decision was to continue the present course, but with some modifications to publication schedule and size of each issue.



And . . . under a full set of sails, the TESL Reporter eventually saw its Golden Jubilee!

Near death Experience #2 – By the 2010's, mailing costs were becoming outrageously expensive and complex. In some cases, mail was simply unreliable. A decision needed to be made about the advisability of retiring the journal or taking it online. The online *Reading in a Foreign Language Journal* out of the University of Hawaii offered a fine example of what could be done. The decision to stay alive and move forward online in 2015 immediately saved thousands of dollars in printing and mailing costs, but unfortunately took us out of the hands of our traditional readers—those who did not have or could not afford reliable access to the internet.

These factors and others brought the fateful moment when the TESOL program faculty met in the Fall of 2022 to again discuss the fate of the journal in light of current circumstances. The vote was 10-1 to cease publication.

However, 50 years of issues are still available online, thanks to the work of the BYU-Hawaii and BYU-Provo library archives and the hours and hours of work by Justin Marshall (IT Services, BYUH) to make the issues, authors, and articles more findable and searchable.



To Conclude . . .

While the *TESL Reporter* began with a healthy mission, over time, the nature of the journal and its core objectives became anachronistic. Internet sites became a faster and more effective way of sharing teaching ideas, techniques and lessons plans. Thus, with the name of the university securely in place in the field of Teaching English as a Second or Foreign Language, it was time to put the journal to rest. The weight of effectively representing our venerable TESOL program, as well as our host institution and sponsoring church, now sits squarely on the shoulders of our faculty who teach, travel, present, and publish, as well as with our graduates who likewise go on to do great things.

APPENDIX A

Editors

William Conway 1967 - 1969

Alice Pack 1969 - 1980

Lynn Henrichsen 1980 - 1992

Mark James 1992 - 2005

Maureen Andrade 2005 - 2008

Mark Wolfersberger 2008 - 2012

Mark James 2012 - 2018

Nancy Tarawhiti 2018 - 2020

Austin Pack & Jeff Maloney 2020-2022