

# *The ELI is 25*



English Language Institute  
Victoria University, Wellington,  
New Zealand, 1961-86



*The house at 14 Waiteata Road, which was the home of the English Language Institute from 1961 to 1983.*  
**Sketch by Robert Jones Lesney, of Malaysia, DipTESL graduate, 1979**

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English Language Institute, Victoria University of Wellington,  
New Zealand, 1961-86

Edited by Neville Peat

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*'After doing my degree I felt I had wheels. ELL provided the oil I needed on the wheels'*

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**COVER PHOTO**

*Time out from the lecture room: ELL lecturer Johanne McComish briefs three members of the 1986-87 Proficiency course, from left, M. A. Sattar (Bangladesh), Kim Hye Sook (South Korea) and Ayumi Saito (Japan). The setting is the balcony of the Von Zedlitz building, which has been the institute's home since 1983.*

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*Graduation day: The 1986 DipTESL graduands pictured with ELI staffmembers in front of Weir House, a university hostel.*

# *BRIEFLY*

... **T**HE English Language Institute (ELI) of Wellington's Victoria University completed its 25th year of tuition in 1986.

It was founded in 1961, the only institution of its kind in New Zealand, to promote the teaching of English in developing countries through teacher education, and to provide English instruction for students from the developing world arriving in New Zealand to take up courses of study under Official Development Assistance.

The ELI offers three programmes of study:

- The Diploma in the Teaching of English as a Second Language (DipTESL) for teachers of English to speakers of other languages (February/March to October)
- The English Proficiency Course for speakers of other languages who need to learn English for academic purposes (November to February).
- The MA in Applied Linguistics, a research degree involving advanced study and the writing of a thesis.

In the institute's 25th year, more than 150 students, a record number, took the Proficiency course, and a total of 73 students from 19 countries graduated with the Diploma in October.

Altogether, more than 3600 students from 83 countries have enrolled in the institute's courses in its first quarter-century. Most studied under Official Development Assistance (ODA) awards.

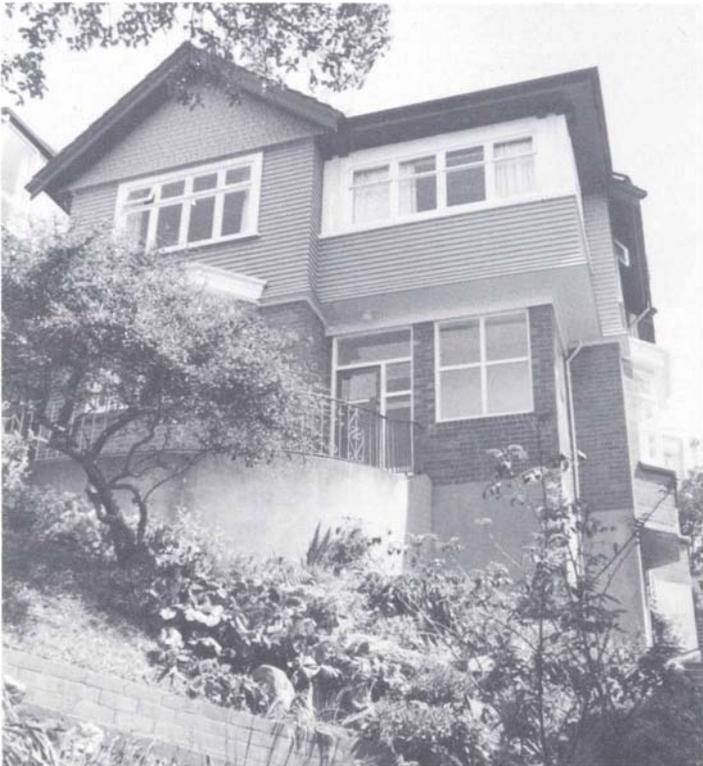
The Diploma course has also been available to New Zealanders interested in teaching English to speakers of other languages, either in New Zealand or overseas. Since 1976 the New Zealand Department of Education has sponsored trained teachers on the course.

The ELI is a joint venture by the Ministry of Foreign Affairs through its External Aid Division, which also administers the ODA awards, and Victoria University of Wellington.

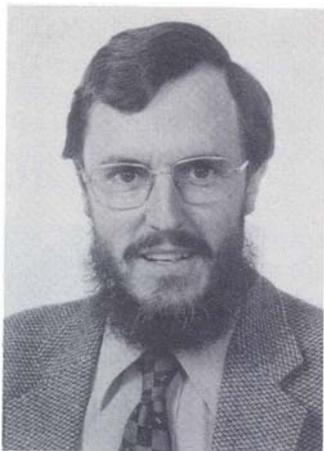
In October 1986, at the 25th graduation of Diploma students, the Deputy Minister of Foreign Affairs, the Hon. Frank O'Flynn, announced the allocation of additional development assistance funds to enable the institute to appoint more staff.



*The Von Zedlitz building, on campus, the ELI's home since 1983.*



*This house at 14 Waiteata Road was the ELI's home until 1983.*



## AN OVERVIEW

*by Graeme Kennedy, ELL Director*

Professor Graeme Kennedy became director of the English Language Institute in February 1982. At the same time he was appointed Professor of Applied Linguistics, a recognition by the University Council of the institute's standing.

His links with the institute span its 25-year history. He began his teaching career as a junior lecturer with the institute in 1961, its foundation year.

In 1966 he left for the United States for four years' study at the University of California, Los Angeles, during which time he gained his PhD.

In 1970 he returned to Wellington and joined the English Department of Victoria University as a lecturer. Between 1975 and 1978 he was Dean of Languages and Literature. He was a senior lecturer at the time of his appointment as the ELL's director to succeed Mr Vernon George, who was retiring.

# The ELL after 25 years

**T**HE 25th anniversary of the establishment of the English Language Institute provides an excellent opportunity to reflect on the work of the institute, what it has been doing, and what it might be doing in the years ahead.

The primary task of the ELL in 1986 is in some ways remarkably similar to what it was in 1961. Today there are still two main groups of students—first, those who wish to learn English to enable them to undertake studies in New Zealand universities and other tertiary institutions, and second, those who come to the institute to study the teaching of English as a second or foreign language. It is the scope rather than the nature of the institute's work which has inevitably broadened as the role of English as an international language has grown.

It would be easy to forget the sheer novelty and precariousness of the new venture in 1961 when compared with what was later achieved. The advertisement which appeared in 1960 seeking applicants for the position of director noted that the field of English as a second language was one in which New Zealand had limited experience and it went on to say that the new director would 'probably be required to go overseas for training, if that is necessary'. In the event that was not necessary because the university was fortunate to be able to appoint Mr George Pittman, an English language teacher with wide experience, energy and commitment, to establish the new institute.

# 1961 graduation



•••

*The first graduation of DipTESL students, all Indonesian, October 1961. Representing the university are Mr George Pittman, third from left; Miss Lorraine Lawrence (Olphert), sixth from left; Dr James Williams, Vice-Chancellor, centre; and Professor Ian Gordon, Head of the English Department, far right.*

*Baharin Bin Sulaiman, of Malaysia, comes forward to receive his DipTESL at the 1986 graduation. Congratulating him is Victoria University Chancellor John McGrath. There were 73 graduates in 1986.*

# ...and 1986



The work of any academic institution can never, of course, be separated from the personalities of those who teach and learn there. It has been a particular pleasure, as the university has marked the 25th anniversary of the establishment of the institute, to meet again so many former members of staff. Among them was Lorraine Olphert, the first of some 25 junior lecturers who began their teaching at the institute, and who was indeed the first appointment made by the first director early in 1961.

Like many of those who followed her, she was a graduate of this University's English Department. She was steered by Professor Ian Gordon down to 14 Waiteata Road to begin learning on the job, under the stimulating guidance of George Pittman. When I met her a few months later, her brief experience teaching English as a second language already gave her expert status by the New Zealand standards of the time and I was grateful to find someone who could explain how *a* and *the* are used in English, two words which, as

### **'When the ELI was founded, it was unique in this country'**

any English language teacher knows, learners of English often find particularly difficult to use.

It has been a pleasure also to meet Helen Barnard again, now living in retirement in Palmerston North. Hers was an inspired senior appointment in the mid-1960s. She was recruited from India where H. V. George had known her work. Together they established a new scholarly direction for the institute which made it more widely known internationally. Her major series of textbooks, written at the ELI and published in the United States, is today still part of the institute's English Proficiency Course with its particular emphasis on the importance of vocabulary learning in the acquisition of English.

Twenty-five years after a modest beginning, institute staff have recently been engaged in teaching and advisory work in a number of countries, including Australia, the United States, Singapore, Indonesia, Thailand, Western Samoa, Solomon Islands, and China. And in New Zealand, there has been increasing involvement by staff in the English language education of minority groups, in issues in bilingual education, and in the education of teachers who work in these fields.

It is the students at the institute, however, who make it a special part of the university. In general, they are older than the average. Many are graduates and they bring rich experience of teaching or academic study to the university. Above all, of course, it is their ethnic and cultural diversity which is so striking.

Many of the students coming to New Zealand under government sponsorship to study in almost every field offered in our tertiary institutions pass through the ELI - some threeand-a-half thousand since 1961. On returning to their countries they have often made distinguished contributions to government, education and business. In a recent article in the magazine, 'Development', for example, I noticed that two former ELI students from 1962, Chai-Anan Samudavanija and Suchart Prasit-rathsint, have been honoured as distinguished research professors in Thai universities. Both of the first two teachers from the South Pacific to study at the ELI came from Western Samoa and still maintain links with the institute - Magele P. F. Tamati in his role as Director of Education, and Margaret Ah Tune who works in teacher education.

Twenty-five years ago, foreign students were regarded as somewhat of a novelty in New Zealand. The files of the National Publicity Studios from 1960 to 1965 have many photos of students from Southeast Asia - often in national costume, shaking hands with the Prime Minister of the day, boarding City Council buses or the Cable Car, visiting the Botanical Gardens, or posing on the steps of Parliament. One student was even photographed talking to a budgerigar. The students were constantly invited to speak to church congregations, service clubs and schools, and to meet New Zealanders in their homes. There were often photos and articles in local newspapers.

Today, New Zealanders are much more used to having students from Asia and the Pacific living and working here. Our campuses are much more multi cultural. More New Zealanders have travelled and worked in other countries. Novelty, and the condescension which can sometimes accompany it, are I hope no longer characteristics of our relations with students from overseas. The increasing numbers of New Zealanders studying at the institute from many different backgrounds - Asian, Maori, Pakeha, Pacific Island - working alongside students from overseas have together enriched the life of the institute.

When the ELI was founded, it was unique in this country. Now, two other New Zealand universities, most technical institutes and many schools are engaged in the teaching of English as a second language. The special partnership between Victoria University, the Department of Education and the Ministry of Foreign Affairs which led to the establishment of the institute nevertheless continues to flourish.

The institute now does more than teach English to students from overseas about to begin courses of study in New Zealand universities, and run courses for teachers within the structural and audio-lingual methodology which prevailed 25 years ago. Increasingly, over the last decade or so, with the support of the Department of Education and the Ministry of Foreign Affairs in particular, the institute has become more involved in the planning and implementation of English language teaching projects both in New Zealand and overseas, and in developing new curricula. The challenge now is to break further new ground, to add to knowledge through a greater emphasis on research, and of course to continue to seek to teach more effectively.

# CHALLENGES MET

**I**N the 1950s New Zealand faced a novel challenge - how to respond to the educational objectives of the Colombo Plan. It was an unfamiliar situation for New Zealand to be preparing to receive overseas students in significant numbers.

Several things were needed to make this new scheme for educational aid succeed: a strength and continuity of political will on the part of successive New Zealand governments; diplomatic and administrative skills on the part of the New Zealand official agencies responsible for working with other governments in managing the programmes; and openness to innovation on the part of the administrative and academic staff of the New Zealand institutions involved in the programmes. I think the 25 years of the ELI shows how well, in one instance, those challenges have been met, and how deserving of congratulations are all those associated with the institute's work.

The institute's work has had three distinguishable phases so far. The first, of course, was the period of establishment. Its origins are to be seen in the two major programmes it offers: the year-long Diploma course for teachers of English, and the intensive summer course for students preparing to disperse to a variety of tertiary institutions throughout New Zealand.

New Zealand was fortunate that it had people with understanding of the needs, the capacity to shape a new institution to meet

those needs, and the experience and weight to secure swift acceptance of the proposal that an ELI be established at Victoria University. The combination of Professor Ian Gordon, Mr Frank Corner, then Deputy Secretary of External Affairs, and Dr C. E. Beeby, Director of Education, as sponsors of the proposal was as auspicious for its longer-term success as it was effective in the immediate task of getting financial approvals.

I want to associate with their names that of Sir Waiter Nash, who, as Prime Minister and Minister of External Affairs, approved the funding of the new institute by his ministry. It is pleasant to recall that he was Victoria University's first honorary graduate.

The person who must be seen as having the central place of honour in marking the 25th anniversary of the establishment of the institute is its first director, Mr George Pittman. He came to Wellington with rich experience of second language teaching and of educational administration. He worked very hard in those first few years to shape the policy and programmes of the institute. He recruited a group of colleagues whose own professional understanding and performance was greatly enhanced by his example. He was just what the new institute needed to set its course for the future.

The second phase of the institute's life can be linked with the 17 years service of the next director, Mr H. V. George. Many developments could be listed. Those that seem particularly significant are the great expansion of the range of countries from which students came to the institute, as the original Colombo Plan impetus was joined by other aid and bilateral schemes, and by the sponsorship of students by individual governments. It was envisaged from the beginning that the ELI should seek to attain international standing in its field and attract a diversified student body. Few can have imagined how fully that aspiration would be fulfilled.

Of particular importance were the inclusion of students from Pacific countries, with which New Zealand has a special bond, and the development of an option in the Diploma programme for New Zealand teachers working with second-language learners in New Zealand.

A further important development was the secondment of members of the ELI staff to work at teachers colleges and universities in Indonesia and Thailand, and the establishment of close links with the Regional Language Centre at Singapore.

Members of the ELI staff have since been on advisory and teaching projects in many countries, and not only in Asia and the Pacific, as their expertise has been called on by the Ministry of Foreign Affairs and other agencies. Eight ELI staff, for instance, have gone to China to take part in English Language teaching projects. Many other activities of ELI staff show the same professional zest and personal generosity - the scheme for helping private overseas students at Victoria with English language difficulties; involvement in the briefing programme for Volunteer Service Abroad volunteers; in the teaching of refugees; and in the work of the Multicultural Educational Resource Centre.

The third phase of the institute's life can be associated with the period of the current director's appointment.

The earliest documents relating to the ELI envisaged that it might in time become an integral part of the university. Several things indicate the way in which, in recent years, that process has been accelerated. Dr Kennedy was appointed as both director of the ELI and Professor of Applied Linguistics in the Faculty of Languages and Literature. That second title reflects the extent to which the development of linguistics as a distinct discipline in the university has proceeded in collaboration with the work of the ELL

Changes in the structure of the institute's Diploma have allowed closer association with course offerings elsewhere in the university, especially in linguistics, English and education.

The transfer of the institute from Waiteata Road to the Von Zedlitz building in 1983 has brought it into day-to-day contact with other members of the Faculty of Language and Literature. A substantial part of the institute's funding now comes within the general provision made for the university by the University Grants Committee.

None of these changes means that the special character of the institute has been blurred or blunted. Rather, it can be seen as having two sources of strength: a secure place within the ongoing work of the university and, through its additional external funding from Foreign Affairs and Education, the capacity to respond flexibly and promptly to the needs of its sponsors, especially its principal sponsor through all these 25 years, the Ministry of Foreign Affairs.

These latest developments represent a further stage in the evolution of the partnership between the ministry and the university that began in 1961. We are amply justified in regarding the first 25 years of the ELI as a very successful experiment, nobly conceived and finely carried through.



*Foundation-year staff; from left, Dr Arundel Del Re (lecturer), Mrs Helene Woolston (lecturer), Mr George Pittman (director), Miss Lorraine Lawrence (junior lecturer), unidentified student; Mrs Claudia Fox (secretary) and Mr Graeme Kennedy (junior lecturer).*

# ORIGINS

**A**T the Colombo Plan annual meeting in Jogjakarta (Indonesia) in November 1959, the New Zealand Prime Minister, Walter Nash, announced his Government's intention to establish an English Language Institute in Wellington 'for the teaching of English as a foreign language'.

In this first public reference to the proposal, Mr Nash focussed on the need for Colombo Plan students coming to New Zealand to have a better grounding in English before they tackled courses of study or training.

Underlying the proposal, therefore, was the concept of social and economic development in South and South-East Asia - the Colombo Plan region of the time.

Since 1951 Asian students had been coming to New Zealand on study or training awards sponsored by the New Zealand Government under its Colombo Plan programme. But as the numbers increased through the 1950s it became apparent that many of the students from countries where English was not spoken were handicapped by an inadequate grasp of the language.

'Some of them,' Mr Nash told the Colombo Plan meeting, 'were taking too long to train.'

As officials of the Department of External Affairs, which administered Colombo Plan assistance, grappled with this problem, a related need was presenting itself - the training of teachers of English in countries unfamiliar with the language.

In respect of this question Indonesia, New Zealand's nearest Asian neighbour, became the focus.

From 1957 New Zealand had posted up to 12 teachers a year to Indonesia in support of the English Language Project, the first venture of its kind. The New Zealanders taught at universities and in teacher-training programmes. Early on, however, there was talk of bringing Indonesian teachers of English to New Zealand for specialist training. Such training, it was felt, would complement the work of the New Zealand teachers in Indonesia, consistent with the Indonesian Government's expressed wish to introduce English tuition as widely as possible.

In 1958 the New Zealand Director of Education, Dr C. E. Beeby, discussed the possibility with the Indonesian authorities and returned to investigate the options for implementing such a scheme.

# New Zealand's own needs not overlooked in planning

Thus the specific Indonesian teaching requirement and the more general need to equip Colombo Plan students with adequate levels of English coincided, and the idea grew of an institution to serve both needs.

Its planners did not overlook, though, the role it could play in training New Zealand teachers for work either in Asian countries or in New Zealand itself, where English was a second language for many Maori and Pacific Island students.

Certainly the planning took into account broader international issues such as the place of English in trade, economic development and the spread of science and technology; but in essence the English Language Institute was created to address needs that were quite specific and close-felt.

In the Department of External Affairs (later Ministry of Foreign Affairs), the planning proceeded under the supervision of the then Deputy Secretary, Frank Corner.

'From personal experience at overseas conferences conducted in languages other than English,' he recalls, 'I knew the feeling of helplessness that arises when one cannot understand what is going on. I sympathised with any Colombo Plan student coming here without a good grasp of English.'

His department's External Aid Division managed the Colombo Plan assistance, capital and technical. On the study and training side it set up opportunities, offered awards and attended to the welfare of the students while they were in New Zealand.

When the newcomers' English language abilities were called into question, the division arranged courses in 1958-59 at the Wellington Technical College. But despite the best intentions, this avenue of tuition did not prove satisfactory.

The department then turned to Victoria University to help, and through the cooperation of the head of the English Department, Professor Ian Gordon, a course was held at the university in January-February 1960, staffed mainly by new English graduates. A second course was planned for the following summer.

Professor Gordon soon reached his own conclusions about the need for an institute that was properly staffed and equipped and could incorporate the most advanced overseas practice in the teaching of English as a second or foreign language.

Given the Government's increased sensitivity to the question, his ideas met with immediate favour.

In November 1959 the Department of External Affairs presented a paper to the Cabinet discussing the proposal, and in December the University Grants Committee gave its approval for the establishment of the institute at Victoria University. By February 1960 both the Minister of External Affairs (also Prime Minister) and the Minister of Finance had approved funding for the institute.

But another 12 months would go by before the ELI was up and running. There was much to organise - accommodation, equipment, staff, and an academic programme in a field new to New Zealand.

The Department of Education paid for a two-storey house at 14 Waiteata Road, on the edge of the campus, and for renovations to it, total cost, £14,400. The Department of External Affairs agreed to cover the operating costs, including staff salaries, and the cost of language laboratory equipment, the first of its kind used in New Zealand. External Affairs also agreed to cover recurrent annual expenditure from its Colombo Plan allocations, running at about £1 million a year.

Both departments were represented on an Advisory Committee set up under the aegis of the University Council. Professor Gordon chaired the committee initially, and during 1960 when the institute was being set up, he visited Australia to learn of that country's experience with the teaching of English to immigrants from Eastern Europe.

'In Australia,' Professor Gordon recalls, 'I heard a lot of good things about George Pittman and his work in the teaching of English as a second language. He had produced vocabulary lists and other teaching materials for the Commonwealth Education Scheme.

'Well, when we advertised the ELI director's job, Pittman, to my delight, applied, and I knew he was the man for it. We came to regard him as brilliant in his field, a man with a tremendously original and creative mind.'

Formerly Director of Education in Nauru, Pittman arrived to take up his appointment in December 1960, having made a preliminary visit in October.

In January 1961, two months before the ELI opened its doors, New Zealand sent Professor Gordon to a conference on ESL teaching in Uganda organised by the Commonwealth Education Scheme.

On the same trip he visited institutions in Britain that were teaching linguistics in order to brief himself and thus Victoria University and the ELI on the latest developments in the field.

When it became clear that accommodation, staff and equipment would be available for the 1961 academic year, the Department of External Affairs, in consultation with the ELI's new director, moved to recruit teachers from the New Zealand courses in Indonesia. Three teachers were selected from each of the 11 courses run by the New Zealanders at the time - 33 awards altogether. Most of the group arrived in Wellington on 1 March 1961.

George Pittman had said the new institute could cope with a second group of students, those who needed to upgrade their understanding of English before taking up university study.

On the recommendation of the New Zealand mission which visited the Colombo Plan area in 1960, Vietnam was invited to nominate this group. On 18 March 1961 19 Vietnamese undergraduate students (later increased to 20) arrived in Wellington. They were mostly about 20 years of age. The Indonesian teachers were older.

Younger and less articulate, the Vietnamese took some months to settle into life in Wellington city and the academic work they were pioneering at the English Language Institute, but during the year, in addition to their English study, they managed to take one or two units of their

degree courses, mainly in mathematics and French.

The Indonesians, very popular socially in Wellington, all graduated with the institute's brand-new Diploma in the Teaching of English as a Second Language in a ceremony held in the University Council Chamber on 1 October. The Vietnamese completed their studies with an examination later in the month.

By this time the institute had a full-time staff of six - the director, two lecturers, two junior lecturers and a secretary-typist.

For most of the first year its activities were based in the university's Easterfield building pending the completion of refurbishing work at 14 Waiteata Road, the house which would be the institute's home for the next 22 years.

Although the ELI would serve Asian needs at the outset, its creators had sufficient vision to realise that the Pacific Island countries would soon press for English language assistance and that, additionally, as an integral part of a major university, the institute would come to play an important part in linguistics research and development.

## 25th Graduation Address

# *‘English now belongs to the world...’*

*The 25th graduation ceremony of the English Language Institute on 23 October 1986 was addressed by the Deputy Minister of Foreign Affairs, the Hon. Frank O'Flynn.*

THE rapid pace of change in societies and cultures all over the world has often been described. Change depends on the movement of ideas and attitudes between individuals and societies. And of course, in turn, this movement depends largely on language. English has now become the most widely used language for international communication, for the spread of advanced education, for trade, politics and the movement of peoples.

This language, which was spoken by only about six million people in the year 1600 on islands of Great Britain, is today used by perhaps 11/2 billion people worldwide. We are told that whereas about 300 million people today speak English as a first language, four times as many use it as a second or foreign language. English now belongs to the world and is used by widely differing political systems and trading partners to conduct their affairs.

Why has English spread so widely and so fast? Perhaps the most obvious reason can be found in the geographical spread of the old British Empire which, although it was rapidly dismantled politically after the Second World War, nevertheless left strong administrative, culture and educational traces. In some countries English as a second language now has an important role as a unifying cement in a multilingual and multicultural environment. Since the Second World War, the spread of English has been closely associated with the expansion of the economic and political influence of the largest English-speaking country, the United States of America. There has also been the growth of multinational business

### **'... all languages need to be valued and supported'**

activity, and the fact that many of the major developments in science, technology and especially communications have either taken place in, or been rapidly adopted by, the English-speaking countries.

Among young people, too, we can see another reason for the spread of English. It especially became the language of international popular culture, in the Beatles and their successors for example, and continues today in the international impact of Bob Geldof and his non-governmental, fund-raising campaign to provide relief for the hungry in Africa.

Accompanying the rapid spread of English has been rapid change in the language itself. Even in the English-speaking countries, many varieties have developed. I have just returned from short visits to Ireland and the United States where, apart from the differing accents, you hear different grammar and idioms. We have only to listen to radio announcers on different stations in New Zealand to hear some local varieties in use here. New technology such as computing spawns huge numbers of new words. Some of us despair at so much variation and we see movements for 'Plain English' springing up.

One of the greatest living authorities on the English language and on changing English is a New Zealander, and a graduate of this university, Dr Robert Burchfield, editor of the four-volume supplement to the 46-kilogram Oxford English Dictionary. A Rhodes Scholar who arrived in Oxford from New Zealand in 1949, Dr Burchfield visited here last May. To give you an idea of the enormity of the task that he began in 1957 when the supplements programme first started, the four volumes are only now approaching completion.

**‘ . . . English became the language of international popular culture . . .  
the Beatles . . . Bob Geldof and Africa relief’**

They include about 80,000 new words, added to the Oxford English Dictionary, which was itself begun in 1884 and completed only in 1933.

This graduation takes place 25 years after the establishment of the English Language Institute and it is with great pleasure that I congratulate each of the graduands. You have come from 19 countries, many more than could have been thought possible by those who had the foresight to establish the institute in 1961.

I am particularly pleased that the Ministry of Foreign Affairs has been able to have and maintain such a close association with the university from the very beginning in the setting up and continuing support of the institute. The Ministry has been especially concerned to bring students from the ASEAN countries and the countries of the South Pacific to the institute over the years, but of course, members have also come from many other countries as well.

The New Zealand Government's development assistance programmes to the Asian region began in 1950 with the establishment of the Colombo Plan. In the first three years, to March 1954, only 200 students came to New Zealand; almost all were from Commonwealth countries where English was widely spoken, and few of these persons came to New Zealand for university courses.

By 1958 however, the Colombo Plan scholarships were also being awarded in countries where English was not so widely used, including Indonesia, Thailand and Vietnam, and many students were being nominated by their governments for university courses. By late 1958 it had become increasingly clear that if New Zealand's development assistance programme in scientific and technical fields was to succeed and students coming to New Zealand were to complete their courses successfully, then it would be necessary to have efficient and effective English language teaching.

After less than a year's planning, the then Deputy Secretary of External Affairs, Mr Frank Corner, was able to write to the Prime Minister to say of the newly opened English Language Institute:  
'This project is being welcomed by all concerned, including the university, as a very imaginative move on the part of the Government, and one that will not only lay the

**'I am pleased to announce the approval of additional funding. . .'**

foundations for better New Zealand assistance to Asia and Africa but may also come to make a considerable contribution to the teaching of English and other languages to Pacific Islanders, Maoris and Pakeha New Zealanders.'

From the beginning then, it was envisaged that eventually the institute might widen its courses to include teachers working with Pacific Islanders and other learners of English. This came to pass when the first teachers from Western Samoa came to the institute in 1963, and the first teachers from New Zealand schools in 1976.

At the end of the institute's first year, the Department of External Affairs reported to the university that 'New Zealand can take justifiable pride in the successful launching of the English Language Institute' and expressed the belief that 'it will become in due course a place of high international standing'. That the ministry continues to support the work of the institute 25 years later is a mark of our continuing confidence in its work.

I am pleased to be able to announce the approval of additional funding from the Official Development Assistance programme for additional staffing. This will enable the institute to improve its staff-student ratio and to broaden its capacity for research.

Today's graduands join earlier graduates of the institute and will soon go back to classrooms where you will have an opportunity to contribute further to helping learners become more proficient users of English. Those of you who teach in countries overseas will not need to be reminded that English is only one of the languages in your communities and that all languages need to be valued and supported.

For those of you who teach in New Zealand, I would also urge you to continue to support other languages and cultures as well as your own. On a shrinking planet where cultures are increasingly in contact, a small country like New Zealand needs its citizens to have an understanding of different cultural viewpoints, an understanding that cannot come through English alone. Your work will also be needed to help new New Zealanders and their children settle into New Zealand successfully.

I hope all of you about to graduate have enjoyed and profited from your year at the institute, and that you have a successful and satisfying continuation of your teaching careers.

# DISTINGUISHED GRADUATES

*The English Language Institute invited the following three distinguished graduates from its early years to recall their ELL experience and describe their careers subsequently in light of it. They were the first participants from their countries to graduate.*

## **Magele P. F. Tamati, Director of Education, Western Samoa**



GREETINGS TO ALL past and present students and lecturers of ELL Special Greetings to my colleagues from Indonesia, Thailand, Vietnam, Singapore and Malaysia who were my classmates attending the ELI DipTESL course of 1963..

Time seems to move so quickly that it looks as if it was only but a few years since I was a student at ELI. The reality of this, however, was driven home to me when in 1984, 21 years later, my eldest daughter, Elizabeth Tamati, attended ELI's DipTESL course as one of our country's participants.

My participating in the 1963 DipTESL course was due to a plan by our Department of Education to train teachers of English in this 'new' approach as we were interested in adopting this mode to teach English in our elementary schools. In fact, by 1965 preparation was underway to introduce the teaching of English as a second language to our elementary or primary schools. The text we used was a series of 13 booklets prepared by Gloria Tate based on the aural/oral approach. Miss Tate worked for the New Zealand Department of Education in Wellington to produce these series of Oral English lessons which were meant to be used in the Cook Islands.

*'We cannot afford  
the luxury of  
educating our  
children  
for the sake  
of being educated'*

In 1966 this programme was launched in all of our primary schools - some 130 in all- and I helped in assisting those who were trained as trainers to assist the teachers in each of our schools to ensure that the programme ran smoothly.

The programme was quite successful from the point of view of the quality of English our pupils spoke. The written section which we added as part of the whole exercise, however, was not so successful.

In 1968, I took up a government scholarship to complete my degree at Canterbury University and on my return to Samoa in 1972, I was appointed as Senior Education Officer in charge of Secondary Schools. I was also made responsible for preparing a programme of English to be taught in our junior secondary schools and the knowledge and experience I gained from the DipTESL course assisted me greatly in this assignment.

In 1974 I was appointed Deputy Director of Education and in 1976 I became Director of Education. In the 10 years of my directorship, I have been looking at the need to change our system of education so that most, if not all of our students will benefit from it.

Unfortunately, identifying the needs of our young people and establishing goals to achieve these needs are so much easier to record on paper than implementing them. The problem is made doubly difficult by the fact that Samoa, being an under-developed country, possesses only limited resources for its total development. We therefore have to develop our overall plan piece-meal.

Our department has already prepared a policy document for the development of education for the next five years.

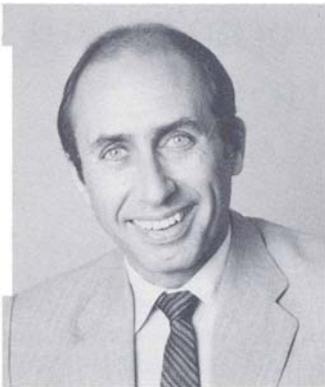
We have discovered that there is quite a large number of youngsters who leave school each year and are unable to find employment because of limited opportunities available in Samoa. The kind of education they receive does not entice them to self-employment, and many of them are crowding into the urban areas and unnecessarily creating new social problems. Our proposed system hopes to minimise if not to eliminate these problems.

As a Director of Education, I have found that in Samoa we cannot afford the luxury of educating our children for the sake of being educated. We, as people in a developing country, must gauge our educational system on economic plans set by our government and at the same time bear in mind the social changes affecting our society.

Some of these changes reflect our present language policy where teaching in Samoan in the early grades is gradually changing to the teaching in English at the high levels. Enquiry is presently being made into the educational and cultural bases for taking decisions on language policy.

May I place on record my appreciation of the work that ELI has been doing in the last 25 years. May the name of ELI live on forever, and may it continue to be known world-wide through the students who come from far and wide to quench their thirst in its fountain of knowledge and understanding.

# Jack Richards, Department of ESL, University of Hawaii, Honolulu



GREETINGS to the ELI on its 25th anniversary!

I have vivid memories of the ELI, not the least of which include cold damp days in the old building on Waiteata Road, warm and lasting friendships formed with students from exotic places, and the excitement of new ideas and theories from H. V. George.

I said goodbye to all that in 1968, and endured four Canadian winters working on a doctorate in Quebec.

Many of the things we talked about in Wellington provided food for further thought during that time, and this is evident in two books I put together in Quebec 'Focus on the Learner' and 'Error Analysis'. The latter is now in its 7th edition, and both, I think, made a contribution to how the field developed in the '70s.

From Quebec I made my way to Indonesia and had my first encounter with that fascinating country (a love affair which still blossoms), as well as with large-scale language curriculum development.

A year later I joined RELC in Singapore under New Zealand Government auspices. Singapore's unique language situation aroused my fascination in what we now refer to as the New Englishes - now a respectable topic in the literature - and led to several papers on related themes. I also began work there on the Longman Dictionary of Applied Linguistics, and got seriously involved in textbook writing as well.

Hong Kong proved an equally fascinating working environment, and I moved from there in 1980 to take a professorship here in Hawaii. I am fortunate to get many invitations to different parts of the world (they are always surprised when I turn out to be a New Zealander), and I sometimes run into former ELI students on my travels.

My current professional interests centre on the study of language teaching, as seen in the book I did with Ted Rodgers, for Cambridge University Press recently, 'Approaches and Methods in Language Teaching'. Hawaii is perhaps the perfect working environment for one who hates winters, loves Asian food, and detests the ordinary - aspects of my character which took firm root in Wellington in the 'sixties!

# Oliver Seet, Head of English Department, Institute of Education, Singapore



IT SEEMS INCREDIBLE that some 21 years have elapsed since I was last at the ELL Mr H. V. George had just taken over as Director from Mr George Pittman the year that I was there. The ELI was housed in that delightful wood and brick building at the top of the hill; it was warm and friendly, a refuge from the unrelenting Wellingtonian bluster that plagued us at all hours of the day and night.

Listening to the great HV was for me a revelatory experience, one never to be forgotten. Like an iconoclast, he systematically looked at the sacred cows of education and language teaching in particular and demolished them. I still remember the sense of outrage that some of the more traditional members of the class felt. But he did not long leave us in limbo because what he had to tell us made uncommonly good sense. HV was instrumental in stimulating my thinking on teaching and in whetting my appetite for linguistic studies.

*'I have discovered  
the wisdom of  
maintaining an  
enlightened  
eclecticism'*

It was worth coming all that long distance from Singapore just to learn from this future-oriented guru: I am still amazed to think how far ahead of his time he was as many of his ideas were predictive of the trends we find today in language teaching.

It was, of course, a privilege for me to get to know some of the eminent scholars from the ELI who were just embarking on, their careers; I remember Graeme Kennedy, Jack Richards, Ron Fountain, David Cooke and Deane Smith particularly. They made my stay in this indescribably beautiful country worthwhile.

On returning to Singapore in 1966, I joined the Teachers Training College which has since been transmogrified into the Institute of Education. I had barely any time to catch my breath before I was asked to assist Mr Ray Tongue to conduct in-service courses in TESL for hundreds of teachers some of whom were much more experienced than I was in teaching English as a second language. This was a period when everything I had learnt in the ELI was to be put to the test. I was stretched as I had never been before but that is a story for some other occasion. I learnt very quickly how to tell effective from ineffective approaches by testing them against the concrete base of experience.

I have remained at the Institute of Education ever since. I am now Head of the Department of English Studies, a rather large department responsible for conducting courses in Oral Communication and English Language for all pre-service course teachers; we also conduct courses in methodology for those choosing to teach English at the primary and secondary school level. We are involved in in-service education as well, running both short modular courses and year-long courses for potential heads of departments and principals of schools.

I went to Essex University in the UK in 1973-4 where I did a Master's degree in Applied Linguistics and I am currently completing a doctoral degree at the SEAMEO Regional Language Centre in Singapore.

I have seen the shift from the Structural Approach to the Communicative Approach in the last two decades; the Comprehension Approach (a la Postovsky, Winitz, Asher, Gary; et al) seems to be threatening to make inroads into our system. I have learnt the dangers of riding on bandwagons; over the years. I have discovered the wisdom of maintaining an enlightened eclecticism tinged with the commonsensical approach of the ELL

Long may the ELI flourish as a centre of excellence! I do wish that I could revisit it at some future date.



*DipTESL graduands of 1979 pictured on graduation day in front of Victoria University's grand old ivyclad Hunter Building. From left: Theresia Pattipeilohy, Muhammad Sapri, Syafrida Amiruddin, Petrus Bambay, Gusnidar Nawi (all of Indonesia), Suasami Naseri (Western Samoa).*

# **WHERE ARE THEY NOW?**

**Where do DipTESL graduates go? How do their careers develop? What professional satisfaction is obtained?**

**The experience of just a few of the institute's DipTESL graduates-1755 in 25 years - is described in the following profiles. . .**



**MOLLY TAY LIANG CHOONG**, of Singapore, who graduated in 1977, now works for the Curriculum Development Institute of Singapore where she helps design and develop an integrated learning package for slower primary pupils.

*The main objective of LEAP (Learning Activity Programme), she says, is to inculcate basic literacy and numeracy and to develop personal, social and scientific awareness to ensure that each pupil can relate effectively to his/her natural, social and vocational environment.*

*Recently she worked with the Language Arts Team on readers and reading cards for upper levels. In 1987 she expects to return to the classroom to use the LEAP materials among pupils for whom they were written.*

*Returning from Wellington, she taught at a Chinese Primary School for five years and put into practice what she had learnt at the ELL course. 'Teaching the second language, which was once a chore, became a pleasure,' she recalls.*

*In 1983 she completed an Institute of Education course for a Further Professional Certificate in Education and in 1984 joined the Curriculum Development Institute.*



**ASIM GUNARWAN**, of Indonesia, a 1971 graduate, works with the SEAMED Regional Language Centre in Singapore.

*Since his year in Wellington he has been involved in teaching, research and the development of teaching materials for use in Indonesian high schools.*

*He went back to work in the Academy of Foreign Languages in Jakarta (1972-75) and was subsequently attached to the Faculty of Letters at the University of Indonesia. Then came five years of study at Georgetown University, Washington DC, towards a MSc and PhD.*

*Between 1982 and 1984 he worked part-time for the National Centre for Language Development in Indonesia's Ministry of Education and Culture, and in 1984 joined RELC where he specialises in language planning.*

*He has helped write textbooks (soon to be published) and has presented papers at several seminars in Indonesia.*

*'The interesting developments in my work,' he says, 'are still to come - hopefully!'*



**STEPHEN HALL**, of New Zealand, who graduated in 1979, teaches at Woodford Primary, an international school in Honiara (Solomon Islands), where the roll is half local children and half expatriate. He also tutors University of South Pacific extension students in English.

*After graduating with DipTESL he stayed on at the ELL to tutor the new intake of Proficiency students on a part-time basis and in 1980 took a graduates course at Wellington Teachers' College.*

*In 1981 he began teaching at Naenae Intermediate, near Wellington, and introduced TESL sessions at the school in 1982-83. During that period he was granted release time to work with second-language learners, individuals and small groups, mainly Asian and Polynesian.*

*In 1984-85 he taught on Nauru, his classes including USP Foundation English at the Nauru extension centre. In 1986 he moved to Honiara to teach at Woodford Primary.*

*'I see my future involving adult work but may need further qualifications, , he says. 'I still use much of the ELL material, especially communication activities. But the lack of interchange of ideas with others in the field is a problem.'*



**JOHN MARA**, of the Solomon Islands, a 1979 graduate, is Head of English and Coordinator of Studies (Primary) in the School of Education and Cultural Studies, which forms part of the Solomon Islands College of Higher Education, Honiara.

*Following his DipTESL year he became an assistant lecturer (English methods) in the Solomon Islands Teachers' College, and in 1982-83 studied at the University of Leeds in Britain for a Diploma in the Teaching of English Overseas.*

*From August 1983 until December 1984 he was Head of English and Vice-Principal of the Solomon Islands Teachers' College. His appointment to the new Solomon Islands College of Higher Education, which he helped create, followed in 1985.*

*John was also a prime mover in the introduction of the new national primary English curriculum at the beginning of 1986- 'something I have pushed for since my return from EL'.*

*Over the years he has represented the Solomons at various international conferences, run refresher courses and helped prepare teaching materials for primary schools. In 1986 he was appointed School Certificate English examiner.*

*He counts as a career highlight 'the joy of passing on to teachers who have come through College my ELI experience'.*

*Indeed he considered his ELI experience to have had 'considerable impact' on the way English is taught and learnt at primary level in his country.*



**RACHANEE SENISRISANT**, of Thailand, who graduated in 1971, is a supervisor of English studies in the Ministry of Education's Teacher Education Department in Bangkok.

*Her job is to monitor 'language centres' in five teachers' colleges across Thailand. These centres undertake developmental work in English studies and act as distribution points for teaching resources.*

*She also organises seminars for teachers of English from all 36 teachers' colleges in Thailand, and often acts as coordinator or guest speaker.*

*Since her postgraduate ELL year she has taken a Master's degree in linguistics at Chulalongkorn University in Bangkok and attended courses in English secondlanguage teaching and teacher training at the University of Reading, England, and the University of London's Institute of Education.*

*She joined the Teacher Education Department, her present employer, in 1982 following a year's lecturing in linguistics at her old university, Chulalongkorn.*

*She represents her department on the RELC National Coordinating Committee and the Academic Coordinating Committee of Chulalongkorn's Language Institute.*

*She found her ELL experience in 1971 'a rewarding one both academically and personally'.*



**BWENAUUA KAINO TANENTOA**, of Kiribati, who completed the proficiency course in February 1983 and went on to graduate with DipTESL the same year, is a Grade II teacher in a Government primary school on the main island of Tarawa.

*She teaches senior pupils in their secondary-school entrance examination year.*

*During Christmas holidays she has participated in workshops arranged by the Australian Development Assistance Bureau to produce more teaching materials for the schools of Kiribati. Teachers from outer islands also attend these workshops.*

*Her school has a roll of about 400 and a teaching staff of 13. The school, she says, must raise funds for extra facilities. For example, a new maneaba (hall) is being built with funds raised by such communal activities as a walkathon.*



**EMMA KRUSE V A'AL**, of Western Samoa, a 1979 graduate, is a senior teacher at Samoa College, Apia, where she teaches English. She takes 5th and 6th form classes and a 4th form remedial class.

*She also tutors at two evening courses for University of the South Pacific extension students-Foundation Year courses in communication/study skills and literature.*

*In 1981-82 Emma taught at St Anne's School in Newtown, Wellington, which had a large Polynesian roll. 'I worked mainly with six- to eight-year-olds who had the ability to be bilingual,' she recalls. 'Hindering factors were some parents' indecisiveness. Some saw success in English as the only road to "Success" but later on identity problems arose.'*

*At Samoa College she found a literature-oriented teaching approach to be more successful than one based on grammar. 'Often I use a simplified novel or any suitable story or newspaper article to base a lesson or sequence of lessons on . . . my belief is that if one is exposed to good literature one should eventually acquire a mode of expression that is similar. Most of the oral work I do in English is through drama and poetry.'*

*Of the ELL course she says: 'After doing my degree I felt I had wheels. ELL provided the oil I needed on the wheels. We came away with our diplomas for TESL but more important, a lot more understanding about the rest of the world. Malo lava ELL!'*

Listen Teacher  
Listen to me  
Don't look away  
See my eyes, they hold messages  
that can make you understand me  
Hold my hand and your heart  
will warm towards me  
Let me dance and sing you  
my own songs which you don't now  
and you might smile as you have  
never smiled before  
Hear me tell you a story  
of my ancient past  
and then, maybe, you can see another person in me.

EM MA KRUSE VA'AI

(First published NZ School Journal, Part 4 Number 3 1985)



*The first director, George Pittman (left), looks on as New Zealand Prime Minister Keith Holyoake meets an Indonesian teacher, Jati Tjitraasmara, at a social function to welcome new DipTESL course members, February, 1963. At right are Professor Ian Cordon, Head of the English Department of Victoria University, and Tom Davin, Head of the External Aid Division of the Department of External Affairs.*

## EARLY DIRECTION

### *George Pittman, Director, 1961-63*

**T**HE English Language Institute's founding director was George Pittman, an Australian specialist in the teaching of English to people for whom it was not the first language.

He resigned from a position as Director of Education on the Central Pacific island of Nauru to come to New Zealand.

The author of a number of texts on the teaching of English as a second language,

Mr Pittman was largely responsible for setting up an English language teaching programme in Australia after the Second World War for immigrants from Italy, Greece, Yugoslavia and other non-Englishspeaking countries.

He took up his ELI position in December 1960-three months before classes began. In that time he supervised the appointment of staff, the fitting out of a language laboratory, and the organisation of an academic programme.

In a tribute to Mr Pittman, who was living in Australia at the time of the ELI's 25th anniversary celebrations in October 1986, Professor Stuart Johnston, of Victoria University's English Department, said: 'He showed what second-language teaching could be in the hands of a superbly gifted teacher, working with methods and materials based on practical and research experience. He was a man of remarkable energy and resourcefulness and of greatly varied intellectual interests - in science, in language, in cultural diversity.'

In late 1963 Mr Pittman left to take up an educational assignment with the South Pacific Commission.

## *Vernon George, Director, 1964-81*

THE ELI's second director, H. V. George joined the institute in 1964.

He brought with him experience in teaching in difficult and interesting circumstances in Malaysia, Iraq and India. He enjoyed teaching and primarily saw himself as a teacher.

He was interested in the psychology of language learning and course design, and in pedagogical grammar. These interests are still reflected in the present ELI course. Many of his ideas on language learning and course design appear in his book, 'Common Errors in Language Learning', published by Newbury House. They show an insightful appreciation of the learning process as seen from the learner's point of

view. In his view, learners approach their language learning in a selective and efficient way, choosing to learn those things which seem most logical or useful to them. His approach to pedagogical grammar had a strong empirical basis and was closely related to his ideas on course design.

During his time at the ELI he established a firm basis for the DipTESL and English Proficiency courses.

An important part of his work at the English Language Institute was on-the-job training of his colleagues. The results of this can be seen in several places overseas and at the ELI itself. His colleagues enjoyed working with him in the democratic, tolerant and stimulating environment he created at the ELL

# Extracurricular work ranges far and wide

*By Johanne McComish, Lecturer, ELI*

ENGLISH language learning and teaching reaches into most corners of the world and into many aspects of life - from seven-year-olds in their local school through migrant factory workers on the job to top-level management being groomed for international negotiations, and students preparing for graduate study abroad. ELI staff members have not stayed in their tower block on Kelburn parade while all this goes on in the outside world.

In past years ELI staff regularly went on teaching assignments in Indonesia, Thailand and Singapore. Since China began its new push forward in English language teaching, present and past staff have fulfilled nine assignments there in Beijing, Shanghai, Nanjing, Kunming, Chungqing, Shijiazhuang - totalling over four years of teaching time and almost as much eating, sightseeing, discovery of the Chinese way of life and other forms of cultural exchange. Since Helen Barnard's assignment there, her 'Advanced English Vocabulary' workbooks have circulated widely in local copies of the original American editions.

In the Pacific, ELI staff have participated in in-service training for teachers in Fiji, Western Samoa and the Solomon Islands. This has given them the opportunity to work with teachers in their own environment, where their needs and conditions are in the forefront of everyone's mind. Teachers value these opportunities to meet and work together as a group and ELI staff greatly enjoy and benefit from focusing first hand on local needs and from seeing the strengths of students and teachers in these bilingual and multilingual communities.

But it is not only to Asia and the Pacific that ELI expertise has travelled. Paul Nation was invited to spend 1985 on a Fulbright award in the Department of Linguistics, University

## Staff keep in touch with teaching practice and problems through school visits

of Ohio, USA, where he taught courses in vocabulary and language teaching methodology, and furthered his writing and research on vocabulary learning.

ELI staff have given conference papers recently in a number of countries through participation in the TESOL organisation in the USA, the International Association of Applied Linguists (AILA) in Brussels, the RELC seminars in Singapore, and other conferences in London, Jerusalem and Sydney.

Bridging the gap between New Zealand and overseas, ELI staff also regularly help Volunteer Service Abroad with the selection interviews for prospective VSA teachers in the South Pacific, Southeast Asia and Africa. Applicants are grilled on everything from their professional skills and understanding of language difficulties, to details of their personal lives. Once selected, they meet ELI staff again in their pre-departure briefing where they undergo two-day 'Instant TESOL' training courses. These intensive, highly practical courses have proved to be helpful and popular. VSA teachers write back to say that the things they learnt in those two days actually work with real learners in real classrooms in far-off local schools.

Other New Zealand teachers going overseas on assignments arranged by the New Zealand Department of Education also receive training from ELI staff at the department's Lopdell Centre. In fact, ELI staff members are constant visitors to this national in-service training centre, planning and participating in courses run there for teachers. Jim Dickie is probably the most regular visitor but most ELI staff have made contributions there at some time. Sometimes the courses are specifically focused on language - such as science and secondlanguage learning - and on other occasions, a second-language perspective is required on general teaching questions.

At a local level, teachers have organised their own TESL associations-in Wellington it is known as WATESOL (Wellington Association of Teachers of English to Speakers of Other Languages).

ELI staff join with the other members in tackling issues in language learning. ELI staff also keep themselves in touch with language teaching practice and problems in New Zealand through visits to schools to observe and help and through participation in local in-service 'Jumbo Days' for teachers, where they are able to hear teachers elaborate their teaching situation and their requirements. Knowledge of research carried out at the ELI and elsewhere gives staff a basis for presenting possible policies and programmes for consideration, trial and evaluation by teachers.

Work with the Pacific Islanders' Educational Resource Centre (PIERC) in Auckland and the Multicultural Educational Resource Centre (MERC) in Wellington also involves staff in cooperating with teachers to work out programmes and produce material for secondlanguage learners in schools. These centres link staff to language-learning situations outside the schools of New Zealand as Home Tutor Schemes with which ELI staff have had active connections for a long time are based there. Under these schemes, voluntary tutors are matched individually with learners who are unable to attend language classes but who want to learn. The range of language-learning needs facing these tutors is enormous - everything from adult literacy, through simple English for shopping, to advanced writing skills for immigrants working in senior management jobs.

Two other interesting requests show the range of language activities for which the ELI's help is sought.

John Rogers is currently advising the New Zealand Fishing Industry Board on two of their training programmes, one for schoolleavers who are being trained as retail assistants and the other for teaching safety procedures on New Zealand trawlers.

In 1984 and 1985 John Read was a member of an advisory group assisting Rangi Nicholson (a DipTESL graduate) in the planning and development of Maori language totalimmersion courses for Te Wananga O Raukawa, the Maori university at Otaki. The courses are held three times a year at various marae around the Raukawa district for a week at a time, during which only Maori can be spoken on the marae. Rangi has done much to organise the courses in a professional manner and the institute was pleased to be able to assist, particularly with the specification of objectives and the preparation of an evaluation questionnaire.

Coming back to the tower block on Kelburn Parade, ELI staff members help to serve the wider interests of the university community, beyond the English Language Institute. Assistance is provided for overseas students at Victoria University who meet language

### **ELI assisted with planning of new Maori language courses**

difficulties in their courses. ELI expertise in teaching writing is made available to individual New Zealand or overseas students who come with their essays, and to groups in writing courses organised by the University's Centre for Continuing Education. Through the centre, staff from the institute teach a course for students enrolled in language courses entitled, 'How to learn another language'.

Indeed the institute interprets very widely its job of helping students to learn another language better. It deals with students in many situations, inside schools and universities and outside them, using not only English but other languages, using skills of reading, writing, speaking or listening to communicate and to learn.



• • •  
*An Asian student engrossed in English study in the language laboratory of the institutes Waiteata Road base, 1979.*

# A Decade of ESL, 1976-86

## THE NEW ZEALAND CONNECTION

*By Jim Dickie, Senior Lecturer, ELI*

**T**HE year 1976 saw an important beginning to a new cooperation between the New Zealand Department of Education and the English Language Institute.

This was the first year of a course *for* seconded teachers *from* primary schools, secondary schools, teachers colleges and the advisory service, who were given a year's study to complete the Diploma in Teaching English as a Second Language. The number that year was 12, a figure reduced later during the three percent cuts to all government departments. In addition to the seconded teachers there have been

New Zealand teachers each year who did the Diploma course under their own auspices.

Graduates of the DipTESL courses have been associated with a number of developments, each of which will be mentioned in detail below. They have set up in-service courses *for* teachers at North Shore and later Auckland Teachers' Colleges. They have been appointed to the staffs of the two resource centres set up *for* Pacific Island and Multicultural Education in Auckland and Wellington. They have become resource people *for* national courses on English language learning. They have been involved in distance education and in home-tutoring groups throughout the country. They have become heads of special departments within their schools for language work with immigrant children.

### **DEVELOPMENTS**

Apart from the ELI, there are two main avenues for teachers wishing to gain qualifications in TESL. They may do papers by correspondence from the Advanced Studies for Teachers Unit or they may take papers in conjunction with after-school courses at the Auckland Teachers' College. Both these courses were a direct result of work done by ELI graduates.

In 1976 a Pacific Islanders' Educational Resource Centre was established in Auckland. It is now at the centre of a network of programmes that include home tutoring, homework support centres, publications and courses for government and private groups. It has a double emphasis on the promotion of English language learning and the cultural education of New Zealand.

In 1981 the Wellington Multicultural Educational Resource Centre was set up. It has a similar role to that of the Auckland Centre.

Following earlier English classes for refugee groups at different sites, the Mangere Centre in Auckland, previously an immigration hostel, was set up in 1979 as a long-term language and reception centre for refugees predominantly from Southeast Asia. Language and orientation courses there have been organised by the Auckland Technical Institute ever since, running parallel with health programmes.

One form of English language assistance to adult immigrants has become home tutoring. This is a voluntary scheme whereby English-speaking New Zealanders are trained to work with learners of English

in their own homes. Training courses have been organised throughout the country and materials have been prepared, particularly at the Pacific Islanders' Educational Resource Centre and the Multicultural Educational Resource Centre. In addition the Department of Education commissioned a self-access course which was produced at the institute, entitled 'Learning English at Home'. The several volumes were prepared bilingually in English and Chinese, Khmer, Lao and Vietnamese and are widely used by adult learners with or without home tutors, as tapes and answer books were also available.

## **DEPARTMENT OF EDUCATION**

The work of TESL has been looked after in the Head Office of the Department of Education by the Maori and Pacific Island section, first under the late Alan Smith and more recently under Wiremu Kaa. The staff of the head office have increased with the appointment of people who have special responsibilities for particular immigrant groups.

In regional offices the Advisory Service is on call to schools with children for whom English is a new language. They organise school-based and local courses, many of which result in materials which are of use to other schools in various parts of the country.

One special provision for children from Cambodia, Laos and Vietnam has been the appointment of resource teachers who liaise between the Department of Education and schools. In some cases they provide short-term language programmes for individual children; elsewhere their role is to make available the growing supply of material both language- and culturally based which comes from this country and elsewhere.

The Department of Education now has a publication called, 'New Settlers and Multicultural Education Issues' which appears three times a year. Contributions to this are made by teachers, new settlers and other visiting writers.

## **TRENDS**

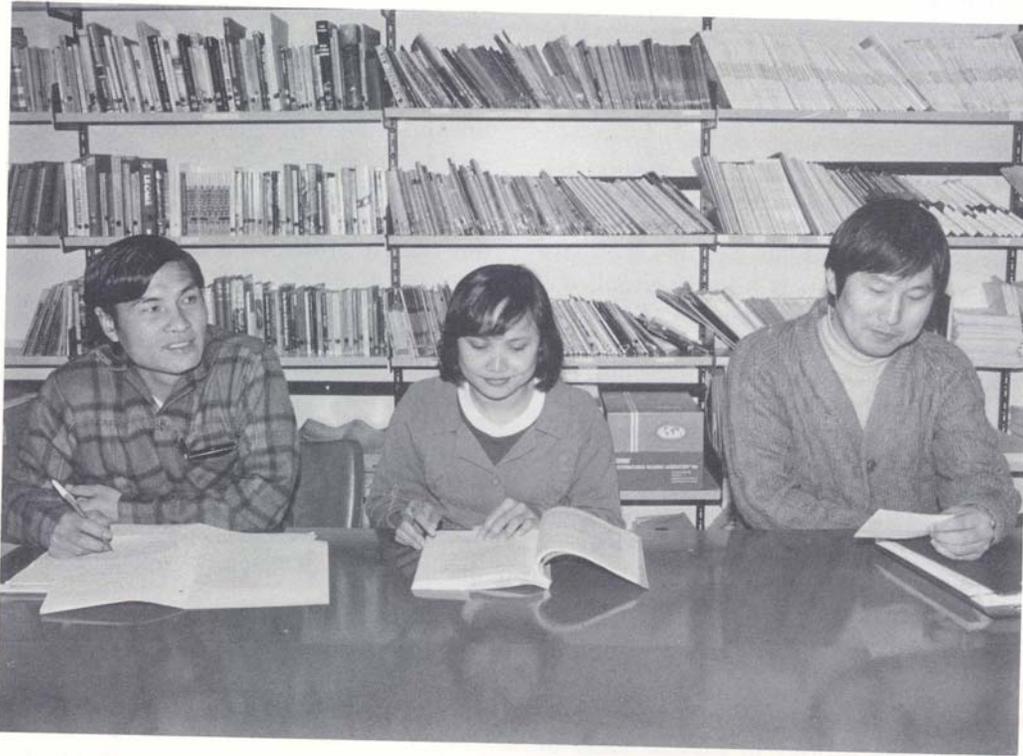
During the past decade emphases have changed in the teaching of English as a second language. From the earlier trend where 'ESL' was seen as a separate subject to be taught to particular children and adults within their first couple of years of arrival in New Zealand, there is now a general practice of integrating new speakers of English into the mainstream as soon as possible but at the same time providing English language support. Although some see this as a dangerous move which could lead to students' needs being overlooked, others point to overseas models where the opposite effect can happen.

In addition to the mainstreaming moves, and parallel with them, has been an emphasis on language learning through the curriculum. This move has come not only from teachers of English but also as a result of the work done by scholars in the field of reading and science education. The trend continues to stress that learning language through the curriculum covers the needs of native speakers of English as well as new learners.

With the arrival of larger numbers of bilingual families, there has been a growing interest in the learning of community languages in New Zealand schools, and this trend is likely to grow. Opportunities are starting to be available in technical institutes for languages other than the traditional 'foreign' languages to be taught, while in schools there are positive signs that before long the languages of the Pacific and Asia could be more widely available.

The growth of the Maori language movement, in particular Kohanga Reo, has given impetus to the move to have immigrant groups retain and even spread the use of their languages. Although concerns about the place of Maori in this country must always remain distinct from discussions about other languages, there is no doubt that growing interest in one can have helpful repercussions for the others.

Ten years ago the institute had a renewed opportunity to contribute to the New Zealand scene. Since then, graduates of the ELI have played a full part in many developments in language education.



*DipTESL course members of 1984 studying in the ELI library. From left: Somsak Charoensook (Thailand), Amphorn Nunjamnong (Thailand), 10 Dong Chul (South Korea).*

# ENROLMENTS

## By Country

Afghanistan.....	22	Maldive Islands.....	11
Argentina.....	1	Mexico.....	3
Australia.....	3	Nepal.....	42
Bangladesh.....	2	Netherlands.....	3
Bhutan.....	22	New Caledonia.....	10
Bolivia.....	1	New Zealand.....	238
Brazil.....	2	Niue.....	22
Brunei.....	1	Oman.....	1
Bulgaria.....	1	Pakistan.....	9
Burma.....	34	Panama.....	2
Canada.....	3	PapuaNewGuinea.....	7
Chile.....	4	Peru.....	9
China.....	133	Philippines.....	111
Colombia.....	10	Poland.....	24
Cook Islands.....	38	Rumania.....	4
Czechoslovakia.....	5	Seychelles.....	2
Denmark (incl. Faroe Islands).....	2	Singapore.....	87
Ecuador.....	3	Solomon Islands.....	30
Egypt.....	9	South Korea.....	249
El Salvador.....	6	SovietUnion.....	9
England.....	6	Spain.....	2
Ethiopia.....	1	SriLanka.....	2
Federated States of Micronesia.....	3	Sweden.....	1
Fiji.....	44	Switzerland.....	6
Finland.....	1	Syria.....	6
France.....	2	Taiwan.....	6
Germany.....	5	Thailand.....	638
Greece.....	11	Tokelau.....	3
Hong Kong.....	10	Tonga.....	74
India (incl. Sikkim).....	4	Turkey.....	3
Indonesia.....	561	Tuvalu.....	2
Iran.....	3	United States of America.....	4
Iraq.....	10	Vanuatu.....	33
Ireland.....	1	Vietnam.....	345
Israel.....	3	Wallia and Futuna Islands).....	6
Italy.....	2	Western Samoa.....	72
Japan.....	108	Yemen.....	1
Jordon.....	1	Yugoslavia.....	4
Kampuchea.....	107	Zambia.....	1
Kiribati.....	25		
Laos.....	26		
Libya.....	1		
Malawi.....	2		
Malaysia.....	332		
		TOTAL.....	3653

# By Year

	DipTESL	Proficiency course
1961.....	33.....	20
1962.....	44.....	50
1963.....	52.....	47
1964.....	48.....	43
1965.....	51.....	32
1966.....	57.....	52
1967.....	52.....	58
1968.....	60.....	70
1969.....	61.....	52
1970.....	73.....	74
1971.....	75.....	100
1972.....	49.....	67
1973.....	59.....	89
1974.....	65.....	59
1975.....	72.....	82
1976.....	82.....	89
1977.....	83.....	79
1978.....	86.....	58
1979.....	79.....	73
1980.....	91.....	78
1981.....	94.....	67
1982.....	75.....	82
1983.....	75.....	92
1984.....	76.....	112
1985.....	82.....	150
1986.....	82.....	153

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*FAREWELL THE ELL*

*Like a small boat sailing on the sea,  
It takes us to the place of wisdom and knowledge;  
Like a large factory making computers,  
It trains engineers of human souls;  
Like a greenhouse growing flowers of four seasons,  
It nurtures people of three colours;  
Like a happy family of brothers and sisters,  
It gives warmth to teachers from five lands.*

*Not a boat, nor a factory,  
Not a greenhouse, nor a family,  
It's just an ordinary wooden house, unnoticed  
Amidst bushes and flowers,  
In the shadows of tall buildings  
In a corner of the University.*

*Farewell, the wooden house,  
Farewell, the ELL  
You've Engraved and Left an Impression in our hearts.  
Farewell the wooden house,  
Farewell, the ELL  
We Embrace you with Love and Intimacy.  
Farewell, the wooden house,  
Farewell the ELL  
We'll never forget you - English Language Institute!*

**M. C. Usu, China, DipTESL graduate, 1980**

# DipTESL applicant information

Applicants for the DipTESL course at the English Language Institute should normally be graduates or trained teachers with at least two years' teaching experience.

The course caters for participants from different teaching situations and with different goals in English language teaching.

There are five 'core' courses: Introduction to linguistics; Language acquisition and language use; Description of English; Language teaching methods; Language proficiency. In addition, course members must pass two of eight 'elective' courses.

Applicants fall into four categories:

- Overseas teachers nominated by their governments for training awards provided by the New Zealand Government under its Bilateral Aid Programme.
- Other overseas teachers who are not nominated by their governments.
- New Zealand teachers sponsored by the Department of Education (awards advertised each May in 'Education Gazette').
- Other New Zealand residents.

Applicants who are not being considered for awards should apply in writing, stating their reasons for wishing to enrol and an account of their academic record, to: The Registrar, Victoria University of Wellington, Private Bag, Wellington.