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NCTE and English as a Second Language

"During the process of gathering data...it became increasingly evident that...information about the teaching of English to non-native speakers in this country is painfully inadequate and sometimes inaccurate"

From an NCTE proposal for the funding of a study and conference on teaching English as a second language (ca. 1961)

In 1961, NCTE published *The National Interest and the Teaching of English*. According to J.N. Hook in *A Long Way Together: A Personal View of NCTE's First Sixty-Seven Years*, this 140-page book was motivated in response to the National Defense Education Act, which supported the study of science, math, and foreign languages. The Council wanted to demonstrate that English was also vital to national security, sending free copies to Congress members and other government leaders. Accompanying this report soon after was a supplement that would mark the beginning of what would be a very active decade in moving forward on an oft-neglected subfield: the teaching of English as a second language.

NCTE's heightened focus on English as a second language was in part due to James R. Squire, the new Executive Director in 1960, who was strongly interested in further advancing this field. Harold Allen and Robert Allen were also significant figures in promoting this subject. Harold Allen served as the senior consultant of the *English for Today* series and was heavily involved in the efforts of organizing the first national conference for the Teaching of English to Speakers of Other Languages (TESOL), while Robert Allen was the chair of NCTE's Committee on Teaching English to Speakers of Other Languages and also involved in the TESOL conference. Squire took a special interest in NCTE's TESOL committee, encouraging it to consider publishing a journal devoted to the subject, and, alongside Harold Allen and Robert Allen, also aiding in efforts in forming the TESOL conference.

Organizing the conference was no easy task. While the TESOL conference had challenges that all conferences face, it also faced a unique problem. The conference was a joint effort among NCTE, the Modern Language Association and the National Association for Foreign Student Affairs. The English Section of the National Association for Foreign Student Affairs was particularly concerned that the TESOL conference would become its own organization or a permanent part of NCTE, which could absorb its own members, small in number. Squire and Robert Allen feared that the English Section would withdraw its support as a consequence, suspecting that Harold Allen was seriously considering establishing an organization dedicated to TESOL concerns. The groups, however, reconciled in time and the first conference was held in Tucson, Arizona in 1964, and attended by an

estimated 800 teachers. Harold Allen would go on to indeed help found an organization based on the conference, [Teachers of English to Speakers of Other Languages \(TESOL\)](#), which was officially established in 1966.

To learn more about NCTE's early involvement in promoting scholarship on the subject of English as a second language, take a look at the featured records below.

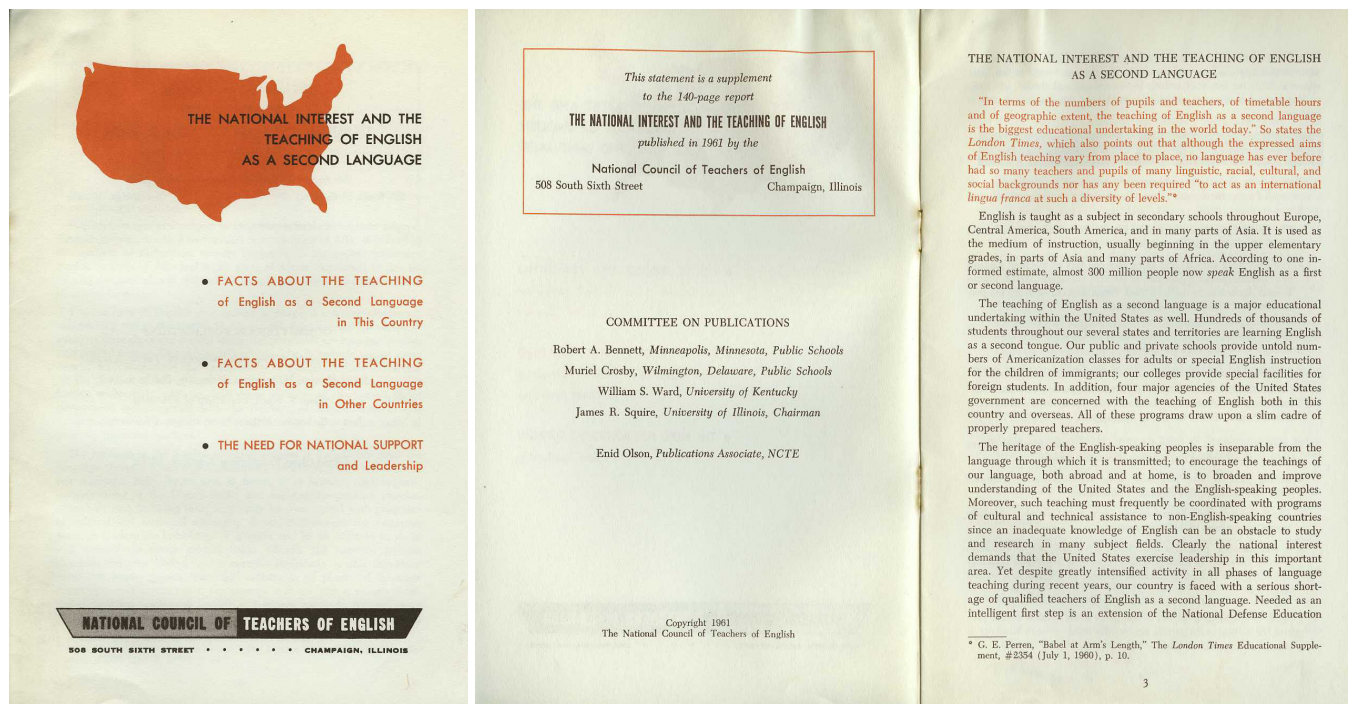
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NCTE and the English Section of NAFSA \(Association of International Educators\)
Report on the English Section
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English for Today
On Teaching English to Speakers of Other Languages
The TENES Survey](#)

The National Interest and the Teaching of English as a Second Language

The National Interest and the Teaching of English as a Second Language was a supplement to NCTE's original study *The National Interest and the Teaching of English*. The pamphlet emphasized the need of research on teaching English as a second language, noting a shortage of qualified teachers in this area. Teaching English was critical to international understanding, the pamphlet stressed: "The heritage of the English-speaking peoples is inseparable from the language through which it is transmitted; to encourage the teachings of our language, both abroad and at home, is to broaden and improve understanding of the United States and the English-speaking peoples."

Item: *The National Interest and the Teaching of English as a Second Language* (1961)
To learn about related material, see the following record series: [15/71/010](#)



The cover and introduction from *The National Interest and the Teaching of English as a Second Language*, which explained why teaching English had strong international implications .

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Proposal for a Comprehensive Survey and Conference on Teaching English to Non-English Speakers

In 1963, Harold Allen submitted a proposal to the U.S. Office of Education to fund a comprehensive survey of the teaching of English to Non-English Speakers in the United States. The proposal also asked for funds for a subsequent conference, later known as the conference on the Teaching of English to Speakers of Other Languages. Allen presented statistics on how many international students there were in the United States and cited the need for more research to know how many non-native English speakers there were total in the country. Allen proposed a method of collecting this data, along with a subsequent conference to share and discuss the results.

Item: Proposal for a Comprehensive Survey and Conference on Teaching English to Non-English Speakers(1963)
To learn about related material, see the following record series: [15/71/010](#)

*C on Study
of Engl as Sec L*

*For info. only.
(This may not be approved, if
source.)*

APPLICATION TO THE COMMISSIONER OF EDUCATION, OFFICE OF EDUCATION,
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR FUNDS TO
SUPPORT A COOPERATIVE RESEARCH PROJECT UNDER THE PROVISIONS OF
PUBLIC LAW 531, 83rd CONGRESS

Title: Comprehensive Survey of the Teaching of English to
Non-English Speakers in the United States, with a
Subsequent Conference for Determining Areas and Means
of Cooperation and Development

Submitted by: Department of English, University of Minnesota

Address: Vincent Hall, University of Minnesota
Minneapolis 14, Minnesota

Telephone Number: 337-2595

Initiated by: Dr. Harold B. Allen, Professor of English

Transmitted by: Board of Regents, University of Minnesota

Signed by:

Harold B. Allen, Professor of English

John W. Clark, Professor and Chairman,
Department of English

For the Board of Regents
University of Minnesota

Date: March 15, 1963

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I. Problem

In January, 1961, the National Council of Teachers of English published a volume, The National Interest and the Teaching of English, with an accompanying supplementary pamphlet entitled The National Interest and the Teaching of English as a Second Language. These publications had been prepared by the National Council primarily to provide information for the Congress of the United States in its deliberations upon measures to strengthen education. During the process of gathering data for the supplementary pamphlet it became increasingly evident that actually the information about the teaching of English to non-native speakers in this country is painfully inadequate and sometimes inaccurate.

Enough information was obtained, however, to indicate that the non-native speakers and non-English-speaking persons fall into several large classes:

1. Foreigners temporarily within the United States. These include:
 - a. Foreign military personnel receiving specialized training.
 - b. Foreign teachers and other specialists receiving specialized training in their fields.
 - c. Foreign students.
2. Pupils in public and private schools.
3. Adults.
 - a. Persons receiving some English instruction through extension classes, civic Americanization classes, private institutional classes such as those in YMCA night schools and international centers, and classes and tutorial work provided by private language schools.
 - b. Persons receiving no formal instruction.

About the first class some information is now available, partly through the recent cooperation effected by the new National Advisory Council on English as a Foreign Language. But this information is largely uncollected and unstudied with reference to the types and nature of the instruction provided, materials used, etc. Perhaps the most complete set of data is that about the 47,000 foreign students, since statistics can be obtained through government sources. But actually little information has been collected, even by the English Section of the National Association of Foreign Student Advisers, about the instruction provided and about the competence and training of the instructors in the 137 colleges providing some instruction.

About the second class the National Council of Teachers of English was able to get information from only a few educational systems, and then only sparse and spotty information. Its Brochure included the following data:

In 1958-59 California schools taught English as a second language to 37,647 students.

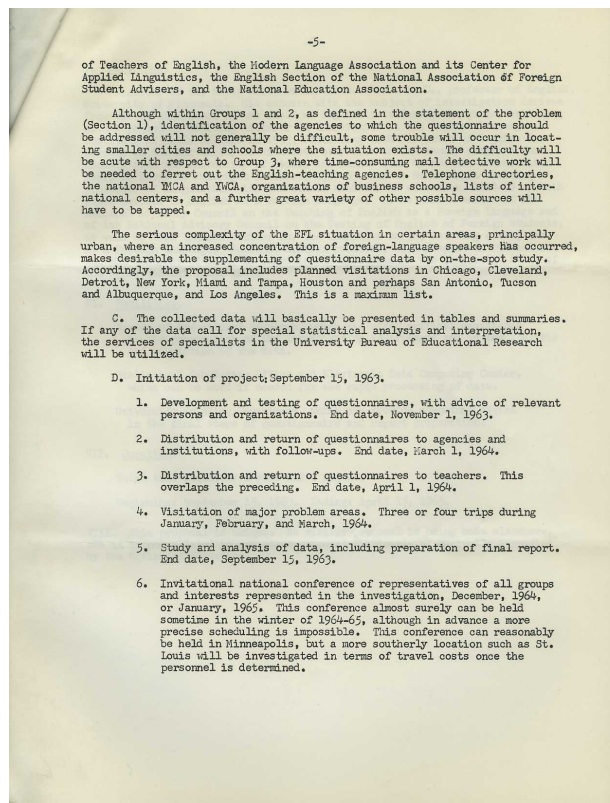
Texas has approximately 500,000 Spanish-speaking children in its schools.

Maine has several thousand French-speaking children in its schools.

In New York City seven and one-half per cent of the students in the junior high schools were receiving instruction in English as a second language.

More than 40,000 Indian children in federal schools come from homes where English is not the native language.

But about these and other thousands of children in the Southwest and in Florida, no information has systematically been collected on any basis permitting any cumulative summation, to say nothing of comparative studies.



Pages from Harold Allen's proposal to the Office of Education, which emphasized the need for more research on the identity and needs of non-native English speakers in the United States.

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NCTE and the English Section of NAFSA

After the proposal, some concerns arose regarding Harold Allen's ultimate intentions of the TESOL conference. The English Section of NAFSA was wary that NCTE was attempting to "take-over" the section, becoming the primary organization for those teaching English as a second language. Squire and Robert Allen suspected that Harold Allen wanted to establish an organization similar to the CCCC. In any case, Squire and Robert Allen rejected the idea of an NCTE-sponsored organization dedicated to English as a second language and sought to reassure the English Section that they were not intending to supplant it.

Item: Correspondence (1963)

To learn about related material, see the following record series: [15/71/010](#)

ncte *The National Council of Teachers of English*

508 SOUTH SIXTH STREET, CHAMPAIGN, ILLINOIS — PHONE 352-0523

Please reply to:
Allen, Minnesota
3 April, 1963

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Composition and Communication**

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Soka University
Durham, North Carolina
Cherries

KEN MACEDONIE
Western Michigan University
Kalamazoo, Michigan
Michigan

Dr. J. R. Squire
NCTE
Champaign
Dear Jim,

Your letter this morning was a shocker. It is simply intolerable that when the time is ripe for action the executive committee will not approve action — particularly when there is obvious mis-comprehension behind what you report as the committee's reaction.

My proposal clearly was that the English Section of NAFSA be asked whether it would support NCTE in attempting to be of help to the people who are now without help, the teachers of English as a foreign language in our schools and private groups. My proposal was not that a separate organization be set up. I did not say that there should be an organization like COCC. Careful reading of what I wrote would result in the understanding that I was suggesting a spring meeting "roughly" like that of the COCC's. I was referring clearly to the meeting, not the administrative set-ups. This meeting could easily be planned through the action of the present committee on EFL, with — if granted — the cooperation of a committee of the English Section of NAFSA. I was not proposing that this meeting would be for present members of that section. I clearly proposed that if this meeting were found desirable, then perhaps every other year it could be held concurrently with the meeting of the English Section, for mutual benefit. If for purposes of efficient handling of the growing complexity, an organizational setup like that of COCC should be called for, then that is another matter. This may be a good thing. I don't know, but rather think so. At least, this is not what I am now proposing.

If the fears expressed by someone on the committee that we are trying to take over the English Section of NAFSA were well-founded, why does Bob Allen accept the proposal as stated? I am sending you his letter herewith (please return it) to indicate the extent of his concurrence. Lois McIntosh's article, which I have not seen, certainly can not result from any informed basis of opinion, for she has not seen this proposal.

I am sure that your letter to Bob will leave him rather in the dark as to what he can present to the NAFSA group. If he can't present my proposal, what can he present? You say he can talk informally. Well, informally about what? The NCTE is — and its elementary section particularly — is faced with the responsibility of doing something to help teachers with pupils who are not native speakers of English. The elementary section has never recognized this responsibility. OK, the Council as a whole has this responsibility.

Teachers College · Columbia University, New York 27, N. Y.

DEPARTMENT OF THE TEACHING OF
ENGLISH AND FOREIGN LANGUAGES

APR 17 1963
April 15th, 1963

Dr. James R. Squire
Executive Secretary
National Council of Teachers
of English
508 South Sixth Street
Champaign, Illinois

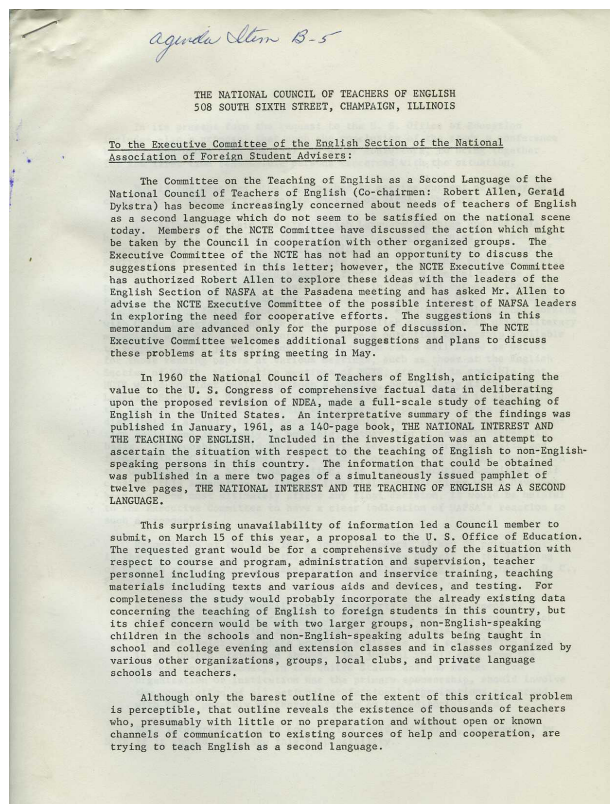
Dear Jim:

I have just received your special delivery letter of April 11th. Thank you for arranging to send the 150 copies of the revised proposal to me so promptly.

In passing, may I point out (for your secretary's information) that the initials of the National Association of Foreign Student Advisers should read NAFSA, not NASFA. This is purely for the record (and in case you should write any member of NAFSA who feels a little touchy about the NCTE at the present moment).

Like you I was quite disturbed by Lois McIntosh's comments in her recent column. I think they were uncalled for and unwarranted; she should not have taken advantage of her position as the Secretary of the English Language Section of NAFSA to editorialize in her column. What may have touched it off was the fact that Harry Freeman, Chairman of the English Language Section, had approached her as organizer of the English Language Section program at the conference in Pasadena for a specific period of time on the program during which the English Language Section could discuss my recent conversations with Harold Allen. She probably saw this as the first step toward the "take-over" of the English Language Section by the NCTE since she knows that I am one of the chairmen of the NCTE Committee on Teaching English as a Second Language.

There are undoubtedly some members of the English Language Section who share Lois McIntosh's fears. I must admit that I myself was quite disturbed when I first learned (from Harold himself) of his ideas for a possibly semi-autonomous group within the NCTE concerned with the teaching of English as a Second Language. I have been a member of the English Language Section of NAFSA much longer than I have been a member of the NCTE, and I must admit that until this last NCTE Convention I felt more at home at NAFSA Conferences than I did at NCTE Conventions. The existence of a group within the NCTE such as Harold Allen proposed, struck me as a possible threat to the existence of the English Language Section in NAFSA. Since that time, however, my own feelings have changed considerably, for several reasons. In the first place, Virginia and I have become more and more concerned with the gigantic task of teaching English as a Second Language to non-foreigners in this country, such as the Puerto Rican students here in New York City; Harold is absolutely right in saying that any group devoted to the teaching of English as a Second Language has an obligation to try to reach more than just the teachers of foreign students on our campuses. The English Language Section has talked about these



From left to right, a letter from Harold Allen to Squire expressing shock that Squire thought he was proposing to establish an organization; a letter from Robert Allen to Squire discussing the problem between Harold Allen and the English Section of NAFSA; and a proposal from NCTE to the English Section about its planned study.

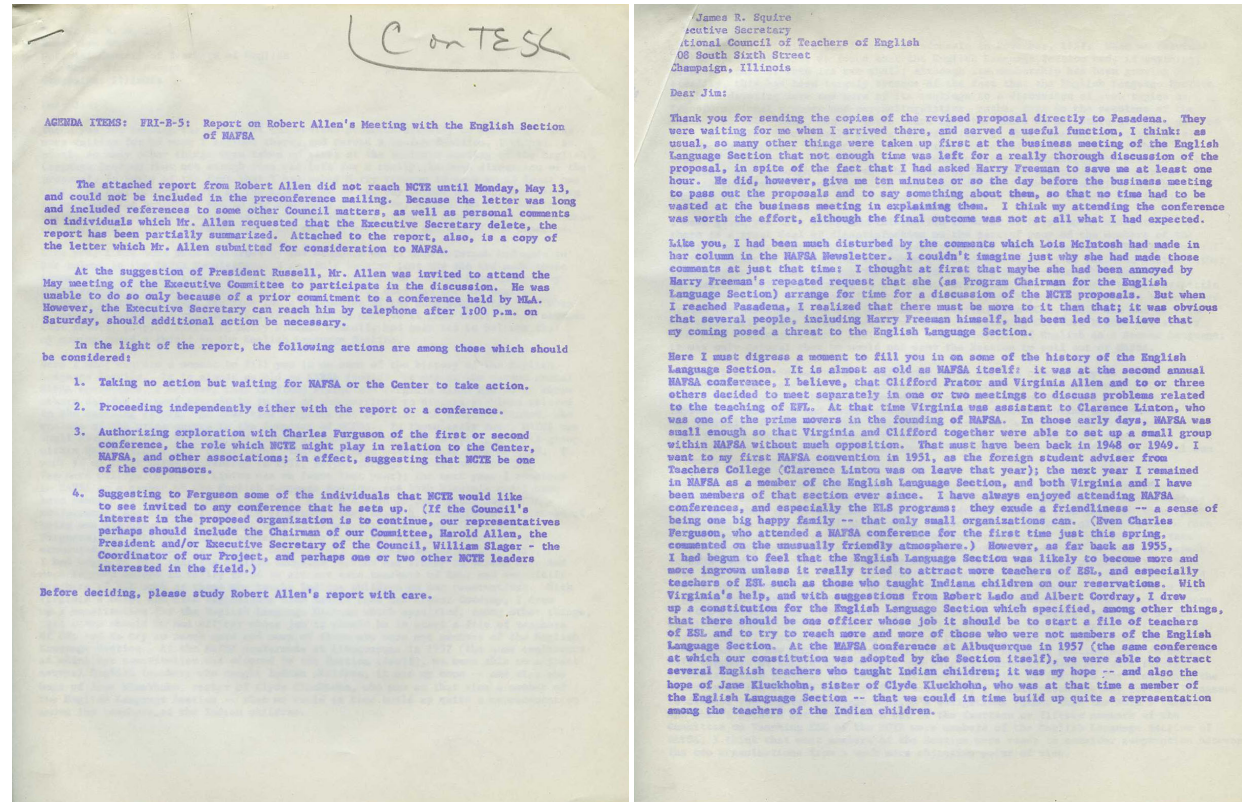
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Report on the English Section

To allay the concerns of the English Section of NAFSA, a special meeting was held to address the issues and determine whether the section would participate or not in the conference. Robert Allen served as the representative for NCTE and wrote a report on his meeting. "It was obvious that several people...had been led to believe that my coming posed a threat to the English Language Section," he wrote. Allen also provided a brief history on the Section. Despite this tension, NAFSA would go on to participate in the conference.

Item: Report on Robert Allen's Meeting with the English Section of NAFSA (1963)

To learn about related material, see the following record series: **15/71/010**



The cover page and first page of Robert Allen's report regarding his visit to the English Section of NAFSA to placate fears about an NCTE takeover.

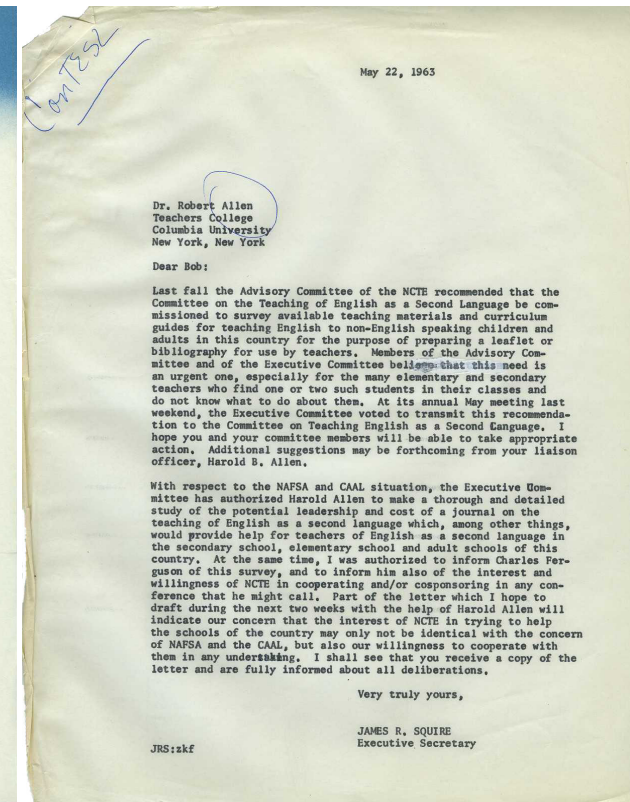
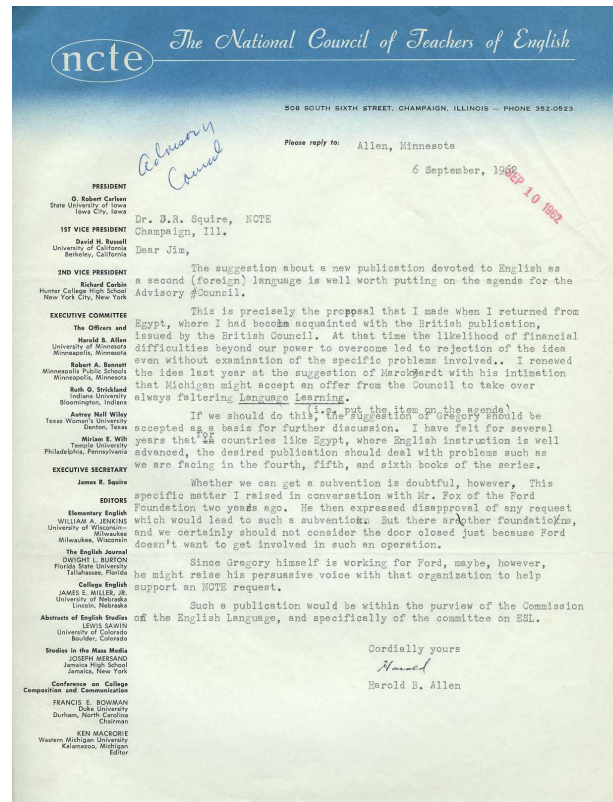
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Committee On Publishing a Journal Devoted to TESOL Concerns

In the midst of planning the conference, Jim Squire also pushed for a journal focused on teaching English as a second language. The Executive Committee of NCTE was intrigued by Squire's proposal and authorized him "to make a thorough and detailed study of the potential leadership and cost of a journal." In 1964, the NCTE established the Committee on Publishing a Journal Devoted to TESOL Concerns, with Squire serving as the liaison officer. While an official serial never came to fruition, NCTE published many monographs on the subject.

Item: Correspondence (1962-64)

To learn about related material, see the following record series: [15/71/010](#)



Please reply to:

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Eugene, Oregon

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Richard Carlin
Hunter College High School
New York, New York

2ND VICE PRESIDENT
Harold Crosby
Wilmington Public Schools
Wilmington, Delaware

Executive Secretary
James R. Squire
508 S. Sixth
Champaign, Illinois

MEMORANDUM TO: Chairmen of Council Committees
Directors of Commissions
Directors of Projects

FROM: James R. Squire, Executive Secretary

At its Cleveland session, the Executive Committee approved the budget noted below for the operation of your committee or Commission during 1964-1965. These funds are to be spent in accordance with regular procedures described in the Handbook for Committee Chairmen. If for some reason you do not have a copy of that handbook, please do not hesitate to write for one.

Several green voucher slips on which you may request reimbursement are included. Additional forms are available from the Executive Secretary. To request reimbursement, please send these forms to your liaison officer on the Executive Committee.

Your liaison officer for 1964-1965 is also indicated below. In most cases, changes have been made to reflect changes on the Executive Committee. For example, Frank Ross has succeeded Jarvis Bush as Chairman of the Secondary Section Committee and therefore replaces Mr. Bush on most committees concerned with secondary English.

Supplementary budgetary requests and other requests for advice and recommendations may be directed to the liaison officer at any time. The NCTE Headquarters also stands ready to assist committees. The Executive Committee will next meet in February and liaison officers will appreciate receiving a progress report by February 1; indeed we plan to send you a special request for such a report sometime early January. So that both the headquarters staff and your liaison officer may be kept informed of committee business, we would appreciate your keeping us on your mailing lists and sending us carbons of significant correspondence. If we can be of help in any particular way, please do not hesitate to write at any time.

COMMITTEE OR COMMISSION Committee on Publishing a Journal
Devoted to TESOL Concerns

BUDGET APPROVED FOR 1964-1965 \$25

LIAISON OFFICER James R. Squire, Executive Secretary, NCTE,
508 S. Sixth, Champaign, Illinois

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Milwaukee
Milwaukee, Wisconsin
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**Conference on College
Composition and Communications**
ROBERT FORELL
University of Nevada
Reno, Nevada
Chairman
KEN MACKENZIE
Wash. Michigan University
Kalamazoo, Michigan
Editor

The National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois, 352-0523

From left to right, Harold Allen responded positively to Squire's proposal; the Advisory Committee authorized Harold Allen to investigate such a journal; and the Committee on Publishing a Journal Devoted to TESOL Concerns was recognized for the 1964-65 year.

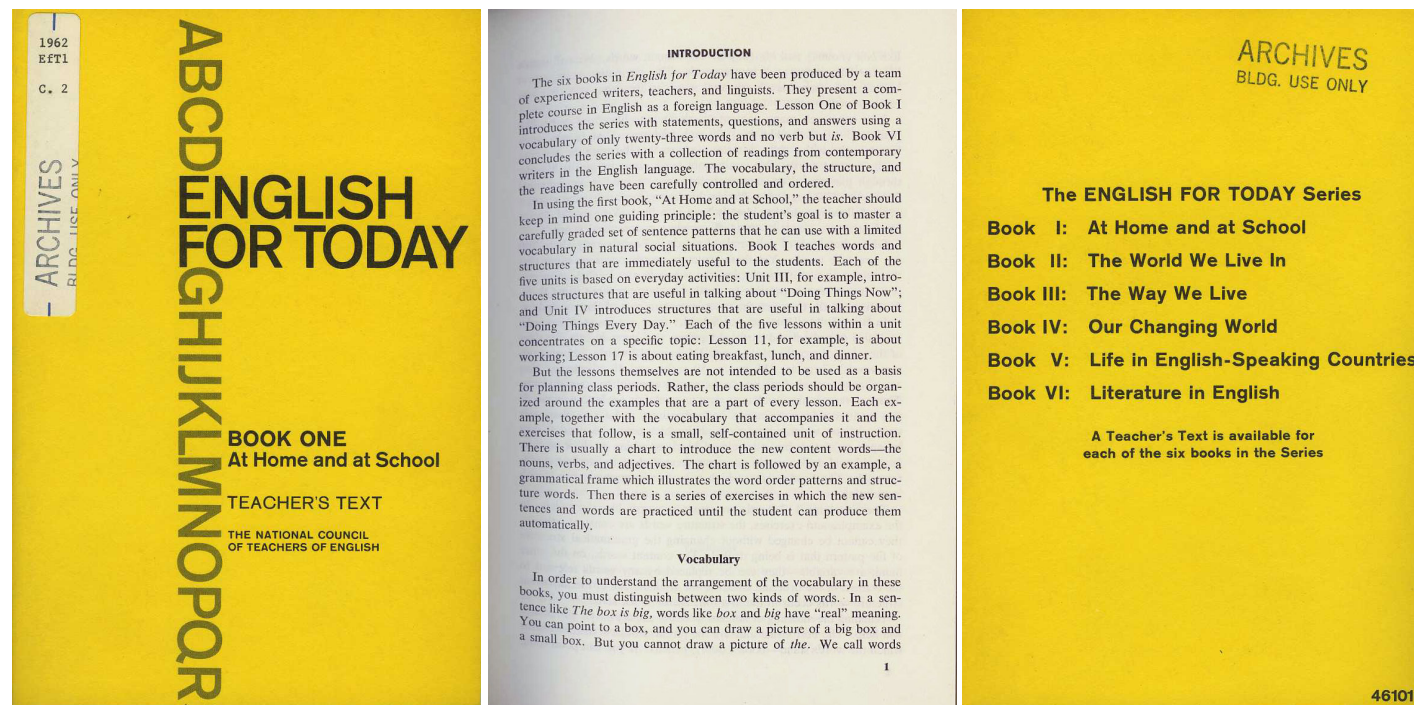
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English for Today

The *English for Today* series, by William R. Slager and Luella B. Cook, were largely the result of Harold Allen's work. According to J.N. Hook, "Allen...deserves most of the credit for this venture" (1979, p. 218). The six books essentially provided a complete course in English, with each one having its own theme. Hook further explained that the series, which was "used in dozens of countries," also "demonstrated Council interest and competence in preparation of materials for teaching English to speakers of other languages" (p. 218).

Item: English for Today: Book One: At Home and School (1962)

To learn about related material, see the following record series: [15/71/816](#)



The front cover, introduction, and back cover of the first book in the *English for Today* series. The introduction explained the general structure of the series.

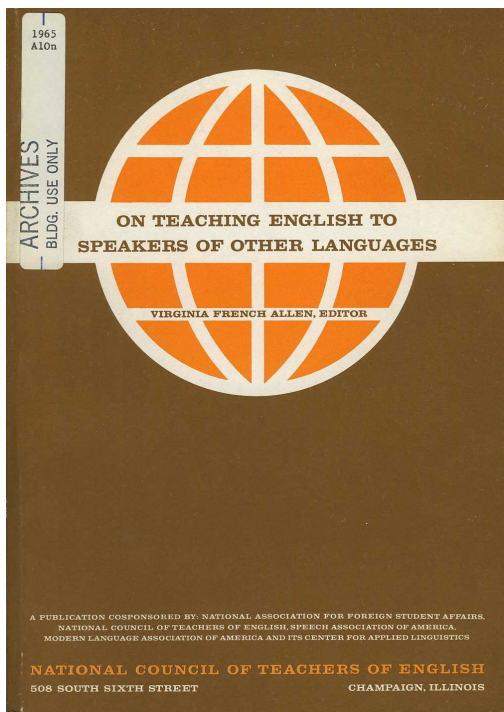
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On Teaching English to Speakers of Other Languages

The first national TESOL conference took place May 8 and 9, 1964 and was sponsored by five organizations, including the NCTE, NAFSA, Speech Association of America, Modern Language Association of America, and the Center for Applied Linguistics. The series, *On Teaching English to Speakers of Other Languages*, served as a compilation of the papers read at the 1964, 1965, and 1966 conferences. "A conference so dramatic in impact and so great in potential effect needs to be reported to the total profession," the first volume's forward asserted. At the 1966 conference, attendees voted to officially establish the organization, Teachers of English to Speakers of Other Languages (TESOL).

Item: *On Teaching English to Speakers of Other Languages: Papers Read at the TESOL Conference, Tucson, Arizona, May 8-9, 1964* (1965)

To learn about related material, see the following record series: [15/75/811](#)



Foreword

As the papers in this manuscript make abundantly clear, the teaching of English as a second language is an important national as well as international concern. Perhaps not until the Tucson conference did the blind grade teacher of Navajo children in a remote village of New Mexico recognize the affinity which he shared with the teacher of English to adults in the Philippines or to the Peace Corps volunteer in Nigeria. For years, of course, the teaching of English to non-English-speakers has been an important educational problem overseas and an issue of some moment in university offerings for foreign students in this country, but only during the past decade have the leaders of English teaching in this country addressed themselves directly to the problem.

The 1964 summer institutes for preparing teachers of English as a second language, authorized by the National Defense Education Act, were no accident but the logical result of testimony presented to the United States Congress during recent years by the National Council of Teachers of English, the Modern Language Association of America, and the National Association for Foreign Student Affairs, three of the responders of the Tucson meeting. The long-range commitment of NCTE to the field emerged clearly in 1960 with the beginning of its project to develop a six-year series of textbooks for teaching English as a second language. The English Language Section of NAFSA and of the Speech Association of America for long had provided forums for individuals with particular interests in the field, and the increasing efforts of the Center for Applied Linguistics to direct attention to the preparation of TESOL teachers in this country led to several cooperative efforts.

In 1963, the NCTE sent to the NAFSA conference in Pasadena the chairman of its Committee on Teaching English to Speakers of Other Languages, Robert L. Allen, to explore with NAFSA leaders the possibility of some joint effort which would bring together teachers from elementary, secondary, and adult schools and those concerned largely with university and overseas teaching. The discussion triggered the events reported fully in the first article in this collection and led directly to the Tucson conference. It seems fair to say that if the Tucson meeting did not identify the commonality of the problems which face teachers of English to non-native speakers, it at least provided a moment of self-realization for the profession of the gravity and significance of the problems.

A conference so dramatic in impact and so great in potential effect needs to be reported to the total profession. The planning committee is proud that that gifted teacher, Virginia French Allen of Teachers College, Columbia University, has assumed responsibility for editing. In preparing the manuscript she has been assisted by Enid M. Olson, Director of Publications for the National Council of Teachers of English.

No one association, no one individual was responsible for the conception, less still for the success of the Tucson conference. It represented a cooperative effort in the

The TESOL Conference at Tucson

Sirarpi Ohannessian

The first national conference devoted to the Teaching of English to Speakers of Other Languages (TESOL) was held at Tucson, Arizona, on May 8 and 9, 1964. It was sponsored by the National Council of Teachers of English (NCTE), the National Association for Foreign Student Affairs (NAFSA), the Speech Association of America (SAA), and the Modern Language Association of America, together with the Center for Applied Linguistics (MLA/CAL).

The TESOL conference was the result of talks held among members of NAFSA, NCTE, SAA, and MLA/CAL at the Business Session of the English Language Section of NAFSA during the annual NAFSA conference at Pasadena, California, in April, 1963. At that 1963 NAFSA meeting there was much discussion of the importance of reaching the different groups concerned with the teaching of English as a second (or foreign) language. Following a suggestion from Clifford Prator (UCLA), Charles A. Ferguson (CAL) agreed to call a meeting of representatives from various EFL programs "to determine the advisability of a different, more inclusive organization" for teachers in this field.

Accordingly, on September 12, 1963, a Pilot Conference on the Advisability of an Inclusive Organization for Teachers of English as a Foreign Language was held in Washington, D.C., under the auspices of the Center for Applied Linguistics, with Dr. Ferguson as chairman.

Participants at this pilot conference decided that a national conference be called on the teaching of English to speakers of other languages in Arizona on May 8 and 9, 1964, under the joint auspices of NCTE, NAFSA, MLA/CAL and SAA, with the following committee in charge of preparations: James R. Squire (NCTE), chairman; LeRoy Comdie (New Mexico State Department of Education), Donald Knapp (TC, Columbia), Sheila Morrison (Ott. Ohio State University), Sirarpi Ohannessian (CAL), George Owen (Detroit Public Schools), Pauline Rojas (Dade County Public Schools), and Maunie Sizemore (Department of Public Instruction, Phoenix, Arizona).

This Planning Committee met three times prior to the Tucson conference (once in New York, a second time in San Francisco, and again in Chicago). Apart from these meetings, a great deal of work was done by Chairman James R. Squire. Without his guidance and energy, the intricate work of preparation for the conference could not have been carried out as smoothly as it was.

The Center for Applied Linguistics provided some of the advance publicity, such as the first brochure. CAL was also responsible for most of the mailing of publicity materials, with materials also mailed from Tucson and Champaign, in all probability some three thousand people received information about the conference. A poster designed by LeRoy Comdie (New Mexico Department of Education) was distributed to a number of institutions.

Although the number of persons officially registered was 680, an estimated total of 800 persons participated in the TESOL conference. A look at the list of the 600 registrants for whom home addresses are available shows that, although the largest

¹ NCTE Newsletter, XIV, 9 (May 15, 1963), 7.
² The participants included representatives from NCTE, NAFSA, SAA, MLA/CAL; the Bureau of Indian Affairs; the Bureau of Elementary and Secondary Education, in the Department of Education of the State of California; the Bureau of Community Education, Curriculum Research, New York City Board of Education; the Department of Curriculum Studies, State Department of Education, Michigan; the Dale County School System, Department of Education, Florida; the Division of Indian Education, Department of Public Instruction of Arizona; the Department of Indian Education of New Mexico; and the Université de Laval, Quebec, Canada.

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The cover and first few pages of the first volume of *On Teaching English to Speakers of Other Languages*, which covered the papers read at the TESOL conferences.

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The TENES Survey

Harold Allen was also the major force behind *Tenes: A Survey of the Teaching of English to Non-English Speakers in the United States*. This survey was instrumental to understanding more about non-native speakers living in the United States, namely who they were and what were their needs. The report began with a sardonic tone, listing its faults as a largely statistically-based study, "This...survey is outwardly a dull report, and it can make for dull reading." However, it soon took a poignant turn: "Yet - incomplete and even fragmentary as the information is, and as cold as the tables are - the following pages to the informed and imaginative reader should be a deeply moving and poignant revelation of human weakness and of human need, of desperate loneliness and social rejection and economic handicap." The study was published both as a book and pamphlet.

Item: Copy of the book and pamphlet of *Tenes: A Survey of the Teaching of English to Non-English Speakers in the United States* (1966)

To learn about related material, see the following record series: [15/71/824](#)

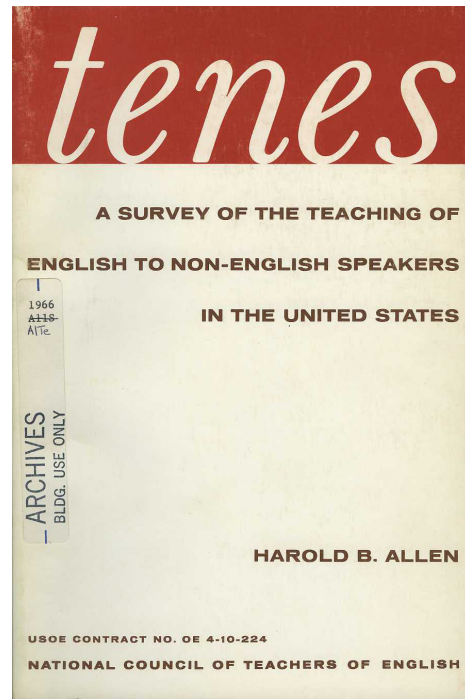


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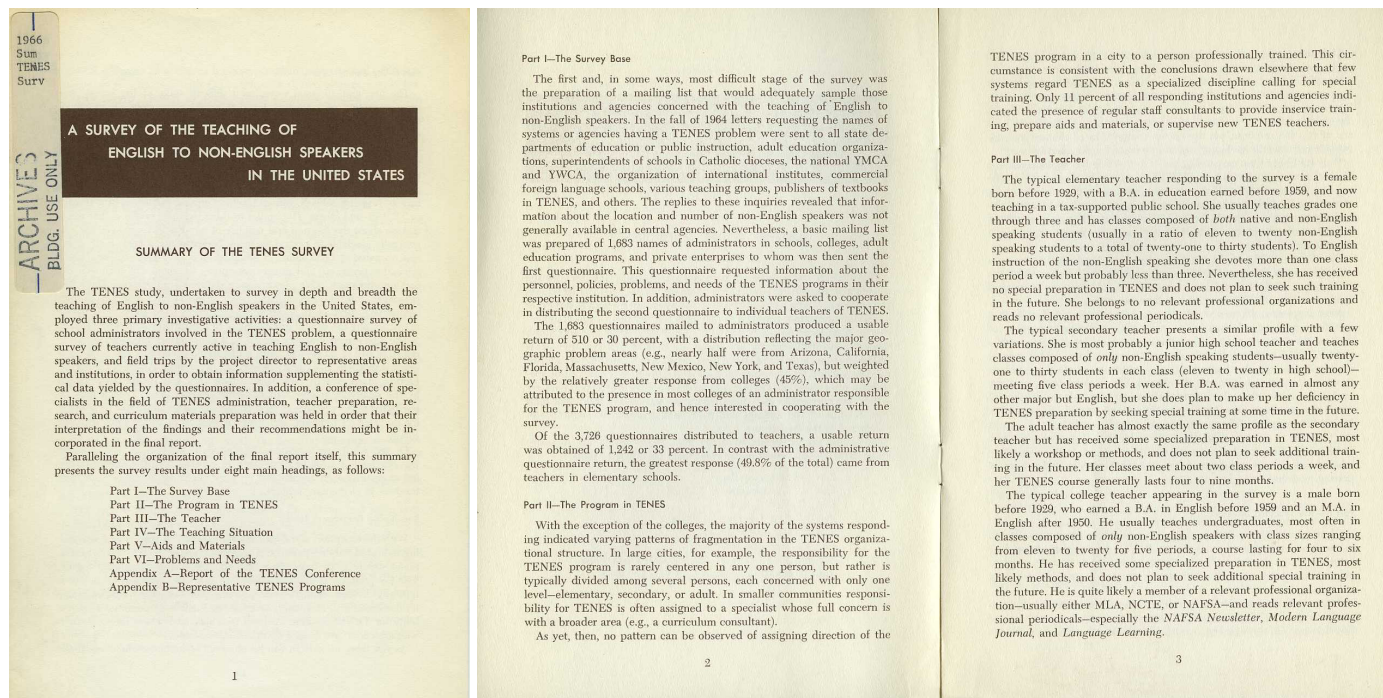
INTRODUCTION

This report of the TENES (Teaching of English to Non-English Speakers) survey is outwardly a dull report, and it can make for dull reading. The reader will find it an assembly of charts and tables, with some interlarded supplementary information and a few conclusions deliberately couched in objective and colorless words.

Furthermore, it is, as the opening section concedes, an incomplete and uneven report. In this initial attempt to obtain information about the teaching of English as a second language in the United States, numerous possible sources were left untapped, both schools and individuals. This is, at best, a biased pilot study. It is only the precursor of what some day must be undertaken, a really comprehensive survey.

Yet—incomplete and even fragmentary as the information is, and cold as the tables are—the following pages to the informed and imaginative reader should be a deeply moving and poignant revelation of human weakness and of human need, of desperate loneliness and social rejection and economic handicap. It is a report of some school officials actively concerned with the problems of non-English speakers and of others who seem almost unaware of the existence of the problem. It is a report from teachers who need help and who recognize the need, and from others who see no need and hence seek no help. It is a report of children able to move rapidly toward competence in English as their second language, and of other children so held back by unsound teaching and poor materials and frustrating home environment that after years of studying English they lack even comprehensible control of it.

It is really these children and their elders in adult classes who are the subject of this study. Behind the statistics are people—boys and girls, men and women. Of necessity the report is detached and impersonal, but here in this introduction the investigator can for a moment use the first person. As I review these summaries and totals and percentages, I find myself remembering schools I visited and children I saw there. The TENES findings show such and such a proportion of schools without adequate textbooks—but I think of an elementary classroom where the teacher of Spanish-speaking youngsters was stubbornly using a basal reader intended for native speakers. The children's problem, she insisted, was not linguistic; what they needed was remedial reading. "Scott, Foresman readers are good for all of them," she said.



Both the book (top) and pamphlet (bottom) versions of *Tenes: A Survey of the Teaching of English to Non-English Speakers in the United States*, which identified non-native English speakers and their needs.

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