

Quo Vadis TESOL?: The Quest for Quality Continues

Thank you, Rita Esquivel, for your friendly and generous introduction.

I am delighted and honored to address you all on the occasion of TESOL's 25th birthday. I want to thank Suzanne Griffin, our 2nd Vice President and TESOL '91 Chair, for inviting me to speak to you this morning. In the official letter she sent to all featured speakers, she said:

Featured speeches...usually address current issues in research and practice within the profession of teaching English to speakers of other languages. Some speeches also address cultural, educational, or education and language policy issues related to the profession. In choosing a topic for your speech, keep in mind the convention theme: the 25th anniversary of TESOL and the emphasis on being an international family
...Speaking time is approximately 45 minutes.

In another letter to me, Sue Griffin suggested: "You may want to excerpt from the history of TESOL that you have just written. I have also heard that you give an excellent review of

methods and trends in the instruction of speakers of other languages."

I was very honored by the invitation and accepted with gratitude.

I planned to make a very modest address, but my staff tells me this is no time to try to change my ways and start over, so instead, I am going to engage in the kind of Hellenic hubris and hyperbole that has become my trademark. Set your watches.

To break you in gradually, I'm going to tell you a story. Once upon a time, when I was Executive Secretary of TESOL, I was attending a meeting of another professional organization--this is a true story, so I won't name names--and one of the members of this organization said to me: Here we are, a national organization dedicated to the teaching of ALL foreign languages. At our national convention we're lucky if we attract a thousand people. And there you are, TESOL, dedicated to the teaching of just ONE language, and at your national conventions you can count on at least five thousands participants. What's your secret? I replied, with characteristic modesty, "Excellence, sheer excellence." Well, why should I be modest? If you've got it, flaunt it. My reply was true then, and it's true now: We are an organization dedicated to fostering and maintaining excellence in our profession. And I want to thank Suzanne Griffin, Mary Ann Christison, and all the others who have contributed to the organization of this fine convention, the 25th birthday celebration of TESOL. Indeed that was one of TESOL's three secrets for insuring excellence: (1) The Conventions have

always been in the hands of qualified professionals; (2) our subject was the English language, the most widely taught foreign language in the world; (3) our profession, in the U.S. at least, was--from its inception down to this day--inextricably intertwined with linguistics.

On an earlier occasion, to celebrate TESOL's coming of age, Carol Le Clair and I prepared a report on the first 21 years of TESOL. The report is entitled: Quest for Quality: The First Twenty-one Years of TESOL. This morning, on the 25th anniversary of TESOL, I would like to continue on that theme, but with this difference: I propose to look not only backward but forward, and I would entitle my remarks "Quo Vadis, TESOL: The Quest for Quality Continues." In my acceptance letter to Sue Griffin, I said:

I would propose to give a brief summary of the history of TESOL and tie in both the organizational and the substantive aspects of the profession as I have seen it develop. This will also enable me to tie in recent substantive trends in methodology as we proceed towards increasing professionalization of our important field.

Where is TESOL going? To answer that, we need to consider where TESOL has been. I am a Greek-American, as you all know, and the Greeks have a long history, and we tend to look at things in a light filtered by the prism of history. In preparing my

remarks for this morning, thinking over directions for TESOL, I took up that prism to see what reflections, what patterns and images, might emerge. So I invite you to my own private magic-lantern show--admission is free, but a little patience is required. There are two parts to this show, two themes to consider. Part I features TESOL the profession; Part II stars TESOL the organization.

Part I: TESOL the profession

Our first scene takes us back to the beginning years of linguistics in the United States. But before that scene unfolds, as all good narrators must do, I should set the stage. My story is set in time, and my initial comments attempt to portray TESOL as it was in its infancy. I mention this only because I would not want my many friends and esteemed colleagues who are not U.S.-based to chafe at my numerous references to American organizations, U.S. government agencies and American scholars. Since those early days, TESOL has become a truly international organization and we, as members, rejoice in our diversity. But with this as a caveat, I should return to our story.

I have often remarked on a striking coincidence of early linguistic theory -- the first students of ESL were the American Indians and the first linguistic theorists were students of the American Indian languages, i.e., Boas, Sapir and Bloomfield. Their "systematic analysis of language"--as succinct a definition of linguistics as you're likely to find--was fundamental to the formation of linguistic theory and practice in America. The

methods and findings of these early linguistic studies were extended and applied to the study of more commonly known languages, including English. I would remind you that these early linguists were also anthropologists, and were thus also interested in the cultures of the people they studied. The Sapir-Whorf hypothesis introduced the notions of linguistic relativity and cultural relativity. That is, that other peoples' cultures were as good as ours, and worthy of study, and that we might even learn from them.

These first studies in linguistics were also a starting point for TESOL. It is worthwhile tracing the history of TESOL methodology from its first close links to linguistic theory in order to understand its present interdisciplinary stance. In its beginnings, TESOL methodology was set within two major theoretical frameworks: descriptive linguistics and behaviorist psychology. Descriptive linguistics stressed the value of contrastive analysis; behaviorist psychology treated language as a set of habits learned through repetition of patterns. TESOL professionals felt fairly confident in this approach and were concerned primarily with developing more and fuller contrastive analyses, more and better teaching materials, and more and larger teacher-training facilities. By the close of the 1960s, however, the transformational-generative school had usurped the place of descriptive linguistics as the most widespread and influential movement in American linguistics. This revolution--sometimes referred to as the Chomskian revolution--had serious consequences for professionals in the field, since these new grammarians

challenged the structuralists' assumptions about the nature and system of language, assumptions that were held to be fundamental to contemporary language-teaching methods. In particular, they called into question the very premise that linguistics had any bearing on language teaching.

I always think of this stage of linguistics as its "teen years." Linguistics was like a teenager with growing pains. Like any teenager, it was anxious to declare its independence--it didn't want anyone coming into its room, crossing into its territory, messing things up. So for a time, "lin-guis-tics" was a dirty word, and linguists who insisted on the autonomy of the discipline declared applications of linguistic theory to be null and void. We've come out of that phase, and we've seen a lot of new things develop. Linguistics, like any discipline, and especially a young discipline, has had to change over time--the focus of theories change, the interests of practitioners change. Fortunately, linguistics has recognized that there is room for everybody

In TESOL, we've seen the changes in linguistics reflected most directly in changes in language-teaching methodologies. I do not intend to discuss these changes in detail. Suffice it to say that techniques and trends of the past few years have turned in the direction of the needs of the learner. We've gone from structuralism to sociolinguistics, from pattern drills to jazz chants, from contrastive analysis to communicative competence. Bernard Spolsky offered a thumbnail description of the different purposes of the main methodological trends: he related

contrastive analysis to general or autonomous linguistics, error analysis to psycholinguistics, and interlanguage to sociolinguistics, in a historical progression from disciplinary autonomy to interdisciplinary pedagogy based on language acquisition research. The advantage of the change in methodology was that it stressed connections with the neighboring disciplines of anthropology, sociology, and psychology. One of the consequences of this shift from straight linguistics to a more interdisciplinary approach was that it gave rise to a number of learner-centered, non-defensive, low-anxiety "methods," such as the Silent Way, Counseling Learning, Suggestopedia, Total Physical Response--in themselves not bad, but each with its own "guru" and each offering panaceas to eager teachers. Things got a little confused and confusing: too much sleight of hand makes for slight of mind, if you'll excuse my being blunt.

Nonetheless, this proliferation of methodologies is, in another way, a very healthy development, for it leads me to suggest, as others have done, that the very abundance of choices is the best argument for taking a very common-sense approach--some people call this eclecticism, or principled eclecticism, or purposeful eclecticism. That is, the very lack of a general consensus on the "best" method suggests that no one method is sufficient unto itself, no matter what its advocates may say. Furthermore, it is unrealistic to expect the teacher to master and apply each new method as it comes on the scene. Amidst all of these new voices is the one really important voice, the voice of the dedicated professional, asking the really essential

program in the United States. The ELI is celebrating its 50th anniversary this year and I want to take this opportunity to remind us all that, in its first decade, the ELI produced the seminal publications in our field: the classroom textbook series by Charles C. Fries, a work on intonation by Kenneth L. Pike, a volume on testing, and of course the landmark book, Linguistics Across Cultures," both by Robert Lado.

By the end of World War II, with the expansion of U.S. national interests, TESOL activities had spread to the Near East, the Far East, and to parts of Europe. The 1940s laid the groundwork for what was to be a major educational concern. In the 1950s, the Exchange Program of the Department of State had expanded to include over 20 countries, and more English institutes had been established at the universities.

By the 1960s, TESOL had truly become a worldwide endeavor and the spirit of internationalism had become a reality. The USIA conducted adult English classes in over 50 countries, and held seminars and workshops for local teachers in countries throughout the world. By the mid-1960s, there were over 2,000 Peace Corps volunteers teaching English in over 40 countries. The Ford Foundation and the Rockefeller Foundation also played their parts in the development of overseas training.

On the domestic scene, American colleges and universities were serving a greatly increased number of students from abroad. By the end of the decade, there were over 90,000 foreign students served by programs in some 150 colleges and universities. The development of greatest significance in this

decade was the change of focus from adult, university-level foreign students to American school-aged children.

In 1965, in the face of all these developments, a small group of professionals decided the time had come to create a separate organization to meet the specific needs of these groups of learners: in 1966, 25 years ago, at a meeting right here in New York City, the organization now affectionately referred to as TESOL was born. A scant year later, in April 1967, TESOL held its first annual convention in Miami Beach: the young organization could already boast a constitution, elected officers and an executive committee, an executive secretary, headquarters at a major university in the nation's capital, its own journal, its own newsletter, and a membership of 1000. Incidentally, the dues then were set at \$6.00. Times -- and dues -- have changed.

At the beginning of this part of the magic-lantern show, I talked about the American Indians, and how important linguistic methodology derived from work on American-Indian languages. In concluding this first part, I want to return to that theme, but I need to borrow from another moving-picture show--a bit more sophisticated in its techniques (and the narrator, I have to confess, is a little bit younger, and almost as handsome as I am), and that is the recent and very successful movie "Dances with Wolves." Those of you who have seen this movie know how carefully it was researched, how much attention was paid to accuracy of details, to the point of having the Indians speak not "pidgin English" but their own Sioux language, and thus the movie features sub-titles: sub-titles in a film about the American

frontier during the Civil War; sub-titles as though it were a "foreign" film. Truly a level of sophistication that takes us far beyond the cowboys-and-Indians level of thinking we all grew up with. An American Civil-War hero becomes so absorbed into the Indian tribe's language and culture that he takes on a new name, a name given by them; he learns their language and their ways; he merges himself with a new people, immerses himself within a new culture.

I was so impressed, I was ready to recommend Kevin Costner for a free lifetime membership in TESOL. (a chuckle, maybe) No, really. Because what he said on the screen is what we've been saying in TESOL for years: respect for other cultures, respect for their language, and the mindset that language conveys.

This digression reminds me of another of my favorite stories, the one about the early Virginia settlers and the Indian chiefs, which is attributed to Ben Franklin. After signing the Treaty of Lancaster between the government of Virginia and six Indian Nations, the Virginians offered the Indian chiefs the opportunity of sending their sons to Williamsburg College for an education. They assured the chiefs that the sons would be taken care of and would be taught all the knowledge of the white man. The Indian spokesman's response is instructive:

You, who are wise, must know that people have different ideas about things, and thus you will not take it badly if our

ideas about this type of education are not the same as yours. We already have some experience of it. Several of our young men have already been taken into the college of the provinces of the north. They were instructed there in all of your sciences--but when they returned, they were bad runners, they knew nothing of all the ways to live in the forest, they could not stand cold or hunger, they did not know how to build a hut or catch a deer or kill an enemy, and they spoke our language badly, so they could not make either good hunters, or warriors or advisers. They were absolutely good for nothing.

However, we are grateful for your offer, even if we must decline it; and to prove our gratitude, if the gentlemen from Virginia wish to send us a dozen of their sons, we will take responsibility for their education, we will teach them all that we know, and we will make them men.

All this is to suggest that, as TESOL professionals, we recognize that language teaching is a multidimensional effort dealing with the learner not just as a language student but as a complex cultural entity.

The points I have emphasized in Part I are these: (1) that linguistics and linguistic theory will always be tools of the trade for any member of our profession, and (2) that with that theoretical expertise go the personal qualities which make up a dedicated teacher--in any profession, but particularly in our profession. We are concerned with language; we are concerned

with culture; we are concerned with people's lives, the way they see the world and themselves, the way they fit themselves into that world.

Part II: TESOL the **organization**

Let me turn the prism once again to see what images come up for Part II of the show (no, there's no intermission): TESOL the organization. There is a theme that ties the two parts together. Part I began and ended with reflections on people and their needs; Part II does the same. TESOL started small, and grew quickly. It now numbers 17,000 members. Its program, its publications, its services, its magnificent conventions--all these grew out of and in reply to the needs of its members. Let's consider just a few of the typical services TESOL offers to its members.

The first TESOL Newsletter was a 6-page typewritten number dispatched from University of Minnesota's English Department in

June 1966, put together by TESOL's first
Allen. The first professionally typeset president, Harold B. appeared in April 1967, edited by Alfred issue of the Newsletter County Schools in Florida. The contents Aarons of the Dade of the Newsletter show the typical range of TESOL services: it kept members informed of conventions, meetings and conferences in related fields, teacher-training programs in ESL and bilingual education, scholarships, publications and job opportunities. It also kept members abreast of developments in TESOL itself--whether these concerned the activities of affiliates and special interest groups, or had to do with more organizational matters, e.g., revisions in the constitution or bylaws.

The Newsletter was typical of TESOL in another even more fundamental way: It was edited on a volunteer basis by TESOL professionals whose rewards were a token honorarium and the personal satisfaction of providing fellow professionals with a needed service. This volunteerism and dedication has been a hallmark of TESOL activities from the outset. Many others have volunteered their services to TESOL: all the officers, board members, committee chairs, leaders of interest sections and of affiliates, directors of summer institutes and chairs of summer meetings. The especially grueling positions--whether the gruel is measured out in intense pressure or amount and length of service--are those of president, convention chair (second vice president), and editors of the Newsletter and the Quarterly.

The TESOL Quarterly is another of our services. It began publication in March 1967; it has undergone significant expansion in size and number of issues, and it enjoys an international reputation as the most prestigious journal in the field of teaching English as either a Second or a Foreign Language.

And, of course, every living thing must grow and develop and, by now, you have seen the new name and style for the Newsletter. The Newsletter, has been renamed TESOL Matters and now appears in a new larger format. My personal theory on the reason for abandoning the tabloid format was to thwart an inevitable hostile takeover by Rupert Murdoch. Changes in our publications are not limited to revisions; we also await something new on the TESOL scene in a magazine format, the TESOL Journal.

interested in research; some taught in bilingual education programs; some were testing experts. In 1975, after much deliberation, TESOL appointed its first officers to seven Special Interest Groups: EFL internationally, EFL for foreign students in the US; ESL for US Residents; ESL in Bilingual Education; ESL in Adult Education; Standard English as a Second Dialect, and Applied Linguistics. The breakdown shows the spread of interests at that time; subsequent events have provoked realignments, new divisions, based on members' perceived and expressed needs. Thus TESOL has always been able to adapt, and has always intended this flexibility in its structure and organization.

There are, of course, numerous other services, including our Placement Office, but there is another service TESOL performs for its membership that--to my mind--is of particular importance to TESOL'S future, and that is the TESOL Summer Institutes. Long in planning and anticipation, the first Summer Institute sponsored by TESOL was held at the University of California, Los Angeles in 1979. In subsequent years, Institutes were held at the University of New Mexico, Teachers College of Columbia University, a Chicago-area consortium (Northwestern, Notheastern Illinois University and the University of Illinois at Chicago), the University of Toronto with the Ontario Institute for Studies on Education, Oregon State University, Georgetown University, and the University of Hawaii. In the summer of 1987, the Institute was held in Barcelona. This was the first to be held outside North America.

This work of cosponsoring summer institutes was seen as one of the most important functions TESOL could promote in the service of the profession. These Institutes make it possible--in a way that no single institution can do-- to create a forum among people with a great variety of backgrounds, training, and experience. I still believe that the Summer Institutes are the most important investment TESOL can make toward developing the future leadership of the profession.

TESOL, from its inception, has been affected by external, political events: post-war events internationally,--USIA, Fulbright, Peace Corps, the resumption of relations with China; bringing it closer to home, the external events were those which affected bilingual education and refugee education. Though I can't predict the next upheavals or realignments, I cannot imagine that the need for English-language education will decline; rather, the contrary is likely to be true. My vision is confirmed in a book entitled Megatrends 2000 by John Naisbitt and Patricia Aburdene. Let me cite you a few salient points from Chapter 4, "Global lifestyles and cultural nationalism," under the subheading "English as a Universal Language." And I quote:

English--the most widely taught foreign language in the world--is not replacing the other languages, it is supplementing them.

In 89 countries, English is either a common second language or is widely studied.

In France, state-run secondary schools require students to study four years of English or German; most--at least 85%--choose English.

In Japan, secondary students are required to take six years of English before graduation.

English is the language of international business; English has replaced French as the language of diplomacy; English is the official or semiofficial language of 20 African countries. The Smithsonian even offers a course--for foreign diplomats in Washington, D.C.--in colloquial American English: as the authors state, "where else would they learn the expression: 'let's do lunch'?"

I am citing this book at some length, in case any of you were worried about job security. Relax, I think you picked the right field. This book contains the authors' predictions for the future. My own predictions? Just as English will continue to meet international needs, so TESOL will continue to meet global professional needs. The phrase "professional needs" brings me to one of my favorite topics. But before I get on my soapbox, a word from our sponsor.

The Long Range Planning and Policy Committee, under the leadership of Jodi Crandall and Ed Anthony, has produced its final report, after two years of study and reflection. Their recommendations bear directly on strict organizational concerns--relations with affiliates, possible restructuring to accommodate needs of the international affiliates, meeting the professional needs of small groups within TESOL, interest sections and

interest groups, development and distribution of publications, fund raising, membership dues, and services. In short, the report was a reflection of member needs and how best to address them. The needs have grown and changed; the discipline has grown and changed; the profession has grown and changed: growth and change are two healthy signs of a living organism. I have no doubt that the members will continue to reflect, to reconsider, to reshape. The Report is, however, just the beginning stage. The Committee invites comments from the membership. It is incumbent upon all of us, as interested and concerned members, to contribute to the planning process, to exercise our democratic rights, and to chart the future of our profession.

At the 10th annual convention in Detroit, I ended with the jazz chant: "We know where we're going and we know how to get there." The most important way of reinforcing the message of that chant is for the membership to participate in the policy-making and planning activities of the organization.

So end of commercial, and knowing that organizational details are in good hands, I can return--as I threatened--to my soapbox: language policy. The LRPPC report is a response to internal events which shape the profession. My remarks on language policy are a response to the external events which have shaped the profession from its inception. External events will no doubt continue to be a major shaping force, and I think it is imperative that English language-teaching professionals join with other language-teaching professionals in their common cause, the formation of language policy. The bilingual education

controversies which stirred us and continue to require our energies were provoked by political events. As a result we the professionals, the teachers with the educational background and the actual experience, found ourselves having to struggle to make our voices heard in all of the political tumult. We testified at committees; we participated in government policy making. Yet the very unsatisfactory fact remains that in this and in other realms of language teaching, we professionals have been for too long at the mercy of non-professionals, and without a concerted effort we will continue to be at their mercy. (That is why I am so delighted that we have in OBEMLA a professional like Rita Esquivel, who is one of us.) We should call the shots; we should formulate policy--not on an ad hoc basis, as we have in the past, but with a clear vision of what we want the profession to be, what we want it to accomplish.

We have a prototype for our political activism within the TESOL structure itself: The Committee on the Sociopolitical Concerns of Minority Groups had its roots in the 1969 Chicago convention; in a new decade, to reflect a new reality, it shortened its name to Committee on Sociopolitical Concerns. Initially formed to address the language concerns of minorities within the U.S., this committee gradually took on a larger mission: the work of teaching TESOL members how to relate to government officials, how to inform the public, and how to pursue the enactment of legislation favorable to language learning and teaching. Members of the committee followed the progress of pending language-related legislation, distributed timely

information to affiliates, and sponsored workshops at both regional conferences and at the annual convention.

I hope to see us continue to assume more active roles. We have the means at our disposal by our affiliation with the Joint National Committee for Languages. The JNCL grew out of President Carter's Commission on Foreign Languages and International Studies. It was a major victory for TESOL professionals that the Commission included our profession and our needs in its deliberations: we were not included in the Commission's original design. TESOL joined the coalition of professional language organizations whose goal was to influence the U.S. government in establishing a national language policy. The JNCL created a spinoff, the Council on Languages and Other International Studies (CLOIS), now the National Council on International Studies, to serve as a legally registered advocacy group to the Congress and other executive agencies of the government.

There have been other political movements which were not as popular in our eyes. Take, for example, the "English only" movement, proposed by Senator Hayakawa. TESOL saw this movement as a mistaken type of patriotism and also saw its potentially detrimental effects on the multilingual, multicultural policy we were trying to foster. We also saw it as potentially damaging to the bilingual education programs we supported. We expressed our opposition, working through the JNCL, and through direct contact with our affiliates. Next to the TESOL Summer Institutes, TESOL's most important investment is its continued participation in, and unconditional support of, the Joint National Committee for Languages.

These movements, events and issues have been on the U.S. **domestic level**. On the international level, let us reflect a minute: of late we have been witness to truly remarkable events. Many of us never thought we would live to see the end of the Berlin Wall, let alone the beginning of the democraticization of Eastern Europe and the Soviet Republics, the phenomenal economic power of nations of the the Pacific rim, the move toward One Europe in '92, and, of course, the Persian Gulf War. What does all this have to do with TESOL? Sometimes events seem overwhelming to us as individuals. After all, what can you or I do about problems facing our community, region or country? Our feelings of helplessness grow exponentially when the issues are international in scope. TESOL provides a forum so we can make our feelings and beliefs known. Through TESOL, we can make our voices heard. As members of TESOL, we do more than teach English, we are building bridges between people, forging the common denominator of communication. And this world can use all the communication, all the tolerance, and all the understanding it can get.

What does TESOL stand for on the international scene? Our profession has always advocated cross-cultural communication as a means of fostering international understanding and world peace. TESOL the organization has always opposed imperialism of any kind--linguistic, cultural, or political. TESOL's early association with the precepts of linguistic science has predisposed the whole profession to the acceptance of other people's language, culture, and beliefs as legitimate and

valuable. The TESOL we now know is truly pluralistic, multicultural, and international.

There are other factors which make TESOL distinctive and which we need to safeguard. From its earliest days, TESOL has been an organization open to everyone sincerely interested in forging our profession. Some organizations come into being to restrict access to the profession. This practice would have destroyed TESOL, for part of our mission has always been to provide a forum for the exchange of ideas and information among those who were actively involved in the practice of a largely unrecognized profession. TESOL's policy of inclusion assured it an important measure of support both from its members and later on from the professional organizations, government agencies, and school systems which have come to recognize TESOL as the undisputed authority in the field.

I want to end this show with Alatis' own version of Back to the Future, my vision of how things will be. And in case any of you are skeptical, I am completely confident and justified in my role as oracle because I have a good track record on my predictions. I have predicted in the past that TESOL would thrive in the hands of capable and dedicated teachers, and I have been proved right hundreds of times over. I see a dramatic symbiosis developing between senior research scholars and classroom teachers, especially in the exciting area of classroom research, which I believe is the true future of TESOL.

TESOL is a recognized name, but the name is an empty shell without its members. And who are we? We are university

professors; we are elementary teachers; we are secondary school teachers; we are Fulbrighters; we are teachers of teachers; we are Peace Corps volunteers; we are graduate students; we are linguists and researchers; we are the teachers, counselors and friends of refugees and immigrants, of university students, of adult learners; we are program administrators and testing experts. Put the organization together and its members together and the paradox is played out. The empty shell, when filled with the intelligence, dedication, ideals and enthusiasm of its members, becomes greater than the sum of its parts. And we get a sense of just what a wonderful thing we have wrought when we come to that great yearly event, the TESOL convention. Happy Birthday, TESOL, and may you have many more.

Although a new effort, it underscores our long-term commitment to serve classroom teachers, our most cherished constituency.

No discussion of services would be complete without some mention of the annual TESOL conventions. In a short time these became known as "mini-universities," due not only to their size but also to the participants' dedication to learning. It has been said that at no other convention save TESOL's could one find meeting rooms packed, session after session, at places like Miami Beach, Honolulu or San Juan, with the ocean only a few yards away. There were TESOL veterans who attended every year, taking pride in never missing; there were also great numbers of eager young newcomers--both groups contributed to keeping TESOL professional and dynamic.

An important feature of these conventions has always been the publishers' exhibits--an unparalleled opportunity for teachers to review the latest materials in the field. This is one of the most educational aspects of the convention, and I urge you to take advantage of it to support the publishers who, in turn, have supported TESOL throughout its 25 years.

Services have expanded and adjusted to meet particular needs. Early on, it became obvious that members needed to be grouped by other than geographical location. The organization was spread out not only in physical terms, but also in terms of teaching level and professional interests. Members taught students on every level, from kindergarten to adult. They taught English for survival, for travel, for academic purposes, for technical and scientific uses. Some members were primarily

story was formulated at another meeting involving the Foreign Service Institute, when one of the participants declared: "An ounce of motivation is worth a pound of pedagogy!" This cry was picked up by a colleague, who retorted: "A ton! Make that a ton of pedagogy."

My remarks up to now have concentrated on linguistic theory as it developed in America. But teachers of English were not stay-at-homes. Many of our leading TESOL professionals were "foreign correspondents"--Mary Finocchiaro, Albert Marckwardt, Robert Lado, Ed Anthony, Betty J. Robinett, David P. Harris, Russ Campbell, Cliff Prator. This duality has always been a part of TESOL: teaching at home and teaching abroad--different audiences, different needs, but one profession, growing out of a shared past.

Let me give this prism another spin. In the 1940s, the United States initiated wide-scale participation in English-language-teaching abroad, and established the first intensive TESOL programs at home. TESOL abroad received its impetus from the establishment of adult-education projects in Latin America under the Good Neighbor Policy. TESOL efforts at home concentrated on the development of intensive courses for foreign students attending universities in the United States. In June 1941, with funds provided by the State Department and the Rockefeller Foundation, the English Language Institute was established at the University of Michigan. This is another landmark in TESOL history: the creation of the ELI in 1941 established the first intensive linguistically-oriented TESOL