

NEWSLETTER

Massachusetts Association Of Teachers Of English To Speakers Of Other Languages

VOL. 10, NO. 1

FALL, 1981

"Literacy" at Harvard

MATSOL's best-attended fall conference ever took place at Harvard University's Boylston Hall, October 24, 1981. "Reading and Literacy" was the focus for the 175 attendants.

Laurels of praise were bestowed on the two keynote speakers, Jo Ann Crandall and Harvey Kaplan. Smaller workshops and a social hour with chamber music by "The Gang of Five" rounded out a very satisfying conference.

Jo Ann Crandall set the tone for the day with a question: "Why Teach Literacy?" She answered with data gathered by Barbara Robson and others, showing that literacy training helps prepare students to read English as a second language. Literacy training also prepares students for their future (or concurrent) roles as employees. Workers spend more time reading on the job than do students, Crandall noted, showing the importance of this skill on the market.

Harvey Kaplan talked about Reagan's changing immigration policies, and how complex decisions about the status of individual refugees are being made on the high seas by U.S. Coast Guard sailors. For a complete update on legal aspects of immigration, see the article elsewhere in this issue.

Nominations

The Nominating Committee invites members to suggest nominations for the four positions on the MATSOL Executive Board which will become open in March 1982:

Vice-President (who becomes 1983/4 President)

Treasurer (two year term)

Higher Education Representative (two year term)

General Representative (two year term)

Nominees must be members of both MATSOL and TESOL. Send your nominations to Edgar Sather, MATSOL Nominating Committee, English Language Center, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.



JO ANN CRANDALL, right, and MATSOL Vice-President VIVIAN ZAMEL warm up for fall conference.

MATSOL Questionnaire on Reading Texts

Here are the results of the MATSOL Reading Text Survey. Questionnaires were distributed at the Fall Conference and the following books were selected and evaluated. The most popular books in each special interest group are listed, along with runners-up.

COLLEGE LEVEL WINNER:

Quotes from members:

READER'S CHOICE by Baudoin et al. The University of Michigan Press, 1977.

"Good variety of selections and skills . . . Students like it."

"Topics interesting and current . . . teaches several different types of reading skills."

"Strong on skills development."

Runners-up:

DEVELOPING READING SKILLS/EXPANDING READING SKILLS by Hirasawa and Markstein. Newbury House, 1974.

Quotes:

"Increasing reading speed and comprehension stressed."

"Teaches several reading skills and strategies . . . good exercises."

"Interesting topics."

READING BY ALL MEANS by F. Dubin and E. Olshtain. Addison-Wesley, 1981.

"New book for advanced students. Excellent."

"Topics interesting to students."

SKILLFUL READING by Amy Sonka. Prentice-Hall, 1981.

"Imaginative series of exercises leading students through scanning, topic sentence skills and note-taking."

"Students focus on problem-solving and not just on doing exercises."

(Continued on page 5)

**MATSOL: Massachusetts
Association Of Teachers Of
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Other Languages**

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**The MATSOL
Newsletter**

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This is a quarterly publication for the members of MATSOL. Subscription costs are included in annual dues. Letters, articles, and other contributions are welcome, and may be sent to the following address:

Robert Gogan, Editor
The MATSOL Newsletter
Chamberlayne Junior College
128 Commonwealth Avenue
Boston, MA 02116

Articles should be typed, double-spaced, with a margin of 40 spaces. Please include your name and institutional affiliation as you wish to have them appear in the newsletter.

Next deadline: Feb. 26.

Notes from the Board

MATSOL's letter to legislators decrying cuts in ESL funding in public institutions has prompted several responses, though none, to date, from the White House. Marianne Handenburg, secretary of Massachusetts Board of Health and Human Services, sent us a sympathetic reply.

Congratulations to MATSOL's newest authors! Paul Abraham and Daphne Mackey await publication of *Contact USA*, their high-beginning reader from Prentice Hall. Judy De Filippo is pleased that Addison-Wesley has finished printing *Lifeskills in English*, her workbook to supplement the ever-popular New Horizons series. Judy points out that the workbook can be used independently. Robert Gogan has finished two readers for Regents' new reader series: *Natural Wonders*, a beginning reader about five U.S. geographical curiosities and *Man-Made Wonders*, an intermediate reader about six feats of U.S. civil engineering. Regents expects to have these readers out by May, 1982. Kathy Riley's new book, *Impact*, develops reading skills in adults. Real life situations are put forth in a structurally-controlled context. *Impact* is the first of three Addison-Wesley books by Kathy and J. Motta. Addison-Wesley put the spotlight on Kathy and Judy De Filippo's books in a full-page ad in the October TESOL Quarterly. A tip of the hat to these hard-working authors!

The Job Bank needs jobs! Please phone in any and all ESL and related job openings Paul Krueger, the Job Bank Co-ordinator, at Northeastern University. If you know of a job, or a rumor of one, please call 437-2474, 9-5, Monday through Friday.

Watch for the remarkable art of our cartoonist, Oruc Cakmakli, in *The Christian Science Monitor*. He has already had 3 cartoons published in that international newspaper. You saw him first in the MATSOL Newsletter!

Vivian Zamel and Ralph Radell of U. Mass/Boston made a TESOL-sponsored presentation at the NCTE Conference held in Boston in November. Their session, entitled "ESL Composition and English Composition: What We Can Learn From Each Other," dealt with the findings of research in English composition, on the one hand, and the assumptions that underlie ESL pedagogy, on the other, and suggested why and how these findings and assumptions can be shared by both areas of teaching. More specifically, the presenters first pointed out what research has revealed about the composing process and encouraged ESL teachers to adopt pedagogical approaches that would take this process into account. They then discussed the application of major ESL concerns — for example, communicative competence, error analysis, and discourse analysis — to the teaching of English composition. This presentation generated a great many questions and comments from the audience, which consisted of both ESL and English teachers, revealing the need for more sessions in which common concerns can be dealt with and important developments can be shared.

Upcoming Events

January 29

MATSOL Winter Social, Boylston Hall, Harvard University; 5-8 p.m.

February 6-7

Annual Meeting of the Gypsy Lore Society, North American Chapter, NYC.

February 8

Deadline for MATSOL Spring Conference workshop proposals.

March 11-12

Georgetown Round Table Conference on Languages and Linguistics, Georgetown U., Washington, D.C.; Heidi Brines, Chair.

March 26-27

MATSOL Spring Conference, UMass/Boston, College 2 Building.

March 26-31

Annual SIETAR Conference, Queen Mary, Long Beach, CA.



WINTER SOCIAL
January 29, 1982, 5-8 p.m.
Harvard University
Boylston Hall
Entertainment by Steve Molinsky



The Center for Applied Linguistics' Language and Orientation Resource Center (CAL-LORC) provides a number of services for people dealing with refugees:

- two toll-free hotlines answering questions on any aspect of ESL refugee training and acculturation, with operators speaking the most common refugee languages as well as English

- collection and distribution of ESL materials and information in refugee languages

- audio-visual resources
- training workshops

The LORC also distributes refugee and sponsor "Orientation Kits", which help refugees and their sponsors with initial problems.

Write for these materials, as well as a list of everything else the LORC provides:

Center for Applied Linguistics
3520 Prospect St., N.W.

Washington, D.C. 20007

Call the LORC hotlines at (800) 424-3750, or (800) 424-3701.

ESL Refugee Conference—The Houston Community College System is sponsoring a two-day ESL Refugee Conference, focusing on ESL in the refugee classroom. Presentation proposals are due by Feb. 1, 1982. Send them to: Eli Zal, Coordinator, Refugee Programs, Houston Community College System, 2800 Main, Suite 402, Houston, TX 77001. Call (713) 523-0158.

TESOL Lending Library and Bibliography: See the October TESOL Newsletter for a list of categories of materials which may be borrowed for the price of postage. A list of everything available can be obtained by writing TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, or by telephoning (202) 625-4569.

English Educational Services International (EESI) announces opportunities for overseas employment, primarily in Japan, Colombia, and Saudi Arabia. The organization also seeks information concerning overseas teaching conditions, from those of us who have taught there.

The office of EESI is located at 139 Massachusetts Avenue, Boston, MA 02115. Tel. (617) 267-8063.

The Massachusetts State Department of Education seeks proposals from MATSOL Members concerning ESL funding and resource needs. Beginning in September 1982, the department will expand its services. Mass. Educational Television and the State Video Resource Library are two current resources which may be of use to ESL teachers. Any suggestions regarding ESL video materials to add to the library are welcome. Other suggestions for how the state can help provide resources to improve ESL teaching in Massachusetts should be made to Dr. Maxine Minkoff, Greater Boston Regional Education Center, 54 Rindge Ave. Extension, Cambridge, MA 02140. Tel. 876-9800 or 727-6395.

Hawaii Charter from NYC sponsored by Connecticut TESOL needs 20 more people to get off the ground on April 30. MATSOLers are welcome! Prices range from \$616 to \$926, depending on accommodations in Waikiki. Contact Anna Consoli, Bil. Department, Hartford Public Schools. (203) 722-6038.

Open Doors, the foreign student census report for 1979-80, noted that the 286,343 foreign students in the U.S. contributed \$1.3 billion to the U.S. economy. This figure represents only the money spent on housing, food, transportation, and clothing. Tuition, books, and fees are not represented. Education is one of our best and fastest-growing exports!



**TESOL '82
HONOLULU
MAY 1-6, 1982
SHERATON
WAIKIKI
HOTEL**

CLIP OUT

1982 Dues, Please . . .

To simplify dues collection, MATSOL's membership year is now the calendar year for everyone. Please keep our organization in the black by paying your dues for 1982 as soon as possible. That way we won't have to spend money on postage and printing to remind you. Send your \$10 check, payable to MATSOL, to: Lillian Connell, Treasurer; 43 Gregory Street; Marblehead, MA 01945.

Name _____

Address _____

Place of employment _____

Special Interest Group Affiliation (check one):

Higher Education

Adult Education

Elementary-Secondary

Renewal _____

New member _____

THANKS!



Saitz and Stieglitz Rap on Reading

As a follow-up to the Fall Conference on "Reading and Literacy," MATSOL reporter Diana Haladay recently visited Dr. Francine Stieglitz and Dr. Robert Saitz at Boston University to discuss their joint and individual ventures into the world of ESL reader publishing. Their most recent collaboration is *Challenge: A First Reader*, Winthrop Publishers, 1978. "Challenge" is being used in many adult ed and college programs in the Boston area. At present Saitz and Stieglitz are working on a new series of readers entitled *Capstone* which will range from beginner level to advanced.

In the interview, Saitz and Stieglitz recall their early days in ESL and while they may be reluctant to say exactly 'how long' they have been in ESL, they were both very much a part of the early efforts to educate and train many of the best ESL teachers we have today. At present, Dr. Saitz is Professor of English and Consultant to Boston University's CELOP (Center for English Language and Orientation Programs)

and Dr. Stieglitz is Director of CELOP and a Professor of English also. Individually, Dr. Stieglitz has published *Progressive Audio-Lingual Drills (PAL Drills)*, Regents, 1970 which is for language lab programs and Dr. Saitz has co-authored *Advanced Reading and Writing with Dennis Baumwoll, Holt, Rinehart and Winston, 1978*, and *Handbook of Gestures with Ed Cervenka, Mouton and Co., 1972*. *Ideas in English, Winthrop, 1974* was their first joint effort.

- IN:** Thank you for this interview. As I mentioned, this is part of our series of interviews with local authors.
- ST:** Authors? On the phone you said artists, and so we've got a song and dance routine ready.
- IN:** I think that authors are artists. Isn't it all part of the creative process? Let me begin by asking you what your philosophy of education is.
- SA:** You can't call it a "philosophy." Rather there are two assumptions that we make about preparing our reading texts. First, we try to present a fairly healthy chunk of second language material, not necessarily controlled, on a subject that interests the students or that they have knowledge of. Second, we try to provide a great variety of opportunities so that the students can try out as many functional uses of the language as possible.
- IN:** What are the greatest obstacles in

teaching reading to ESL students that a teacher has to overcome?

- ST:** Most teachers have not been teaching reading. They have just been assigning reading and testing to see if a student "reads" and understands.
- SA:** Most students who come to us already read. So you don't really have to teach them how to read. Since classes are mixed in ability, you have different students getting different things from the same book, such as vocabulary.
- IN:** How do you determine if a student can already read?
- SA:** By the usual methods. Tests of comprehension to see if a student understands.
- ST:** And timed passages.
- SA:** Our texts are for students who already know how to read, so we try to stimulate them to use the language. We don't teach literacy.
- IN:** What advice would you give to the beginning ESL reading teacher?
- ST:** Try to build on the knowledge the students already have. They should take into account the fact that the students are fairly sophisticated, at least the ones that we have here who are going on to college.
- SA:** The tendency is for teachers to be concerned with "curriculum." In the classroom it is necessary for the

Sequential Photographs for Language Practice

Linda Markstein and
Dorien Grunbaum



What's the Story?

WHAT'S THE STORY? provides creative speaking and writing practice based on highly evocative picture stories. These sequences of photographs portray men, women and children of all ages and ethnicities in a wide variety of situations that are recognizable to all of us, such as an argument between friends, a moral dilemma, a new baby and a social faux pas.

In every picture sequence, many interpretations are possible. Learners, helped by a teacher, tell the story they "see" in the photographs, and in so doing, create their own personal versions of the story while learning the language items needed to tell it.

The Student's Books provide written practice on specific language points, integrative activities and composition work, as well as reproductions of the twelve picture stories.

Wall Charts (18" x 24" spiral bound)
Student's Book 1 (beginning)
Student's Book 2 (low intermediate)
Student's Book 3 (high intermediate)
Student's Book 4 (advanced)
Teacher's Guide

Longman
American English

19 West 44th Street
New York, N.Y. 10036



teacher to realize that students already know some of the material and that he doesn't have to go from point 1 to 22. What you don't do is just as important as what you do. The teacher should *adapt* his material to the class and teach the common problems and

do the individual problems on a one-to-one basis outside the class.

IN: How did you come to write a book together?

ST: He said, 'Hey, do you want to write a book?'

SA: Ten years ago we were the only two ESL teachers here and it was

only natural that we would get together and talk about our classes and students and eventually write a book together.

IN: How do you go about getting a book ready?

SA: Well, we have different approaches.

ST: He usually writes the rough drafts.

SA: And she usually rewrites. She reviews the material and shows me what won't work and why. Then we rewrite and rewrite.

ST: And rewrite.

IN: What's the hardest part of getting a book together?

ST: Finding the time to do it over an extended period of time, since we both have other commitments. It's easy to find chunks of time at the beginning. Then the pressure builds up and we stop for awhile. It is hard to maintain the momentum to rewrite several times and to persevere to the end.

IN: What are your plans for the future?

ST: We have a new series of reading texts coming out, from high elementary to advanced.

IN: When will it be coming out?

SA: 1982.

IN: Do you have any final advice for ESL teachers or any other observations that you'd like to make?

SA: Hmm, that's a pretty serious question.

ST: It seems to me that the publishing field is still fairly open. Teachers should not feel that there is not a market. Many of our teachers here have been collaborating with each other. I would encourage everyone to publish.

SA: Language teachers shouldn't be *only language* teachers. Students don't conceive of them as such. They should be intellectual and moral models. It takes away from their authenticity to be only "skills" persons. They have to demonstrate an awareness of and an interest in what all people are interested in, such as a sense of the world.

ST: Which is what we try to do in our books.

SA: In other words, we have to be *teachers* in every sense of the word. We have a responsibility to be model human beings and to be aware of things and to transmit that knowledge.

Diana J. Haladay
American Language Academy
Babson College Campus

Reading Questionnaire, continued

ADULT EDUCATION WINNER:

NO HOT WATER TONIGHT/NO COLD WATER EITHER by Bodman and Lanzano. Collier MacMillan, 1976, 1980.

"Interesting to adults who live in the city and need survival skills."

"Generates plenty of conversation . . . easily supplemented with teacher-made materials."

"Good because it has realistic, colloquial English."

Runners-up:

THE WHISTLER SERIES (Six books from beginner to Advanced. Fiction) by Dale and Sheeler. English Language Services, 1973.

"Good stories and vocabulary exercises."

NEWS FOR YOU. A newspaper written for American literacy programs. Laubach Literacy International.

"Interesting news stories and photographs."

BANK STREET READERS Beginner level MacMillan Publishers (many joint authors)

"High interest, low vocabulary."

"Versatile materials."

"Sensitive to cultural differences."

"Stories interesting and real."

"Good to stimulate oral language."

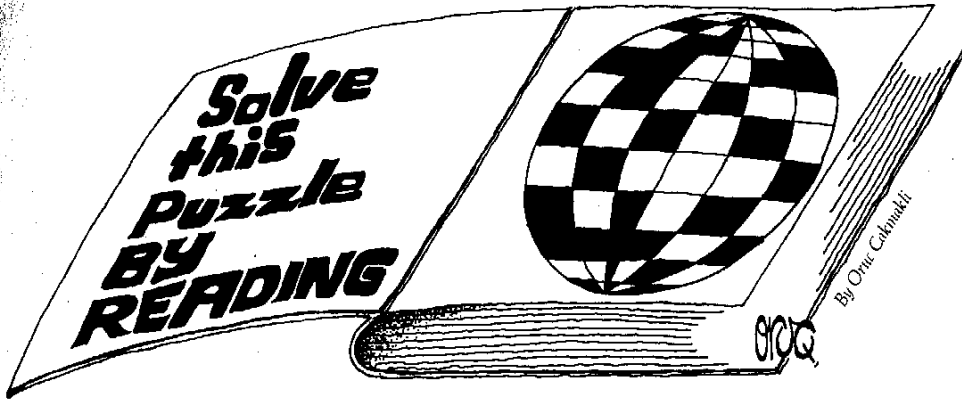
ELEMENTARY EDUCATION WINNER:

OTHER BOOKS MENTIONED AT FALL CONFERENCE BY MATSOL MEMBERS

1. *Challenge: A First Reader* by Saitz and Stieglitz. Winthrop Publishers.
2. *Advanced Reading and Writing* by Baumwoll and Saitz. Holt, Rinehart & Winston.
3. *Reading in English for Students of ESL*. by Danielson/Hayden. Prentice-Hall.
4. *Opportunity for Skillful Reading*. (not ESL but good).
5. *Encounters* by Pimsleur/Berger. Harcourt, Brace, Javonovich.
6. *Reflections* by Griffin/Dennis. Newbury House.
7. *Graded Readers* Collier MacMillan.
8. *The Danger Light* by Brian Harrison. Newbury House.
9. *Reading English for Academic Study* by Long, et al. Newbury House.
10. *Timed Readings* (10 books) Jamestown Publishers.
11. *Reader's Digest ESL Series*
12. *It's All In A Day's Work* by Draper/Sather. Newbury House.
13. *Read On, Speak Out* by Ferreira/Vai. Newbury House.
14. *Reading for Understanding SRA*
15. *SRA Kit 3 A*
16. *Little Stories for Big People* by Gonshack. Regents.
17. *Reading and Thinking in English* by Widdowson (4 books) Oxford Univ. Press.
18. *Reading, Thinking and Writing* by Mary S. Lawrence. University of Michigan.
19. *Reading Improvement Exercises* by Harris. Prentice Hall.
20. *Focus on Reading* by McCutchan. Prentice-Hall.
21. *Selected Readings in English* by Saitz/Carr. Winthrop
22. *Reading as Thinking* by Gedamke/Kropp. State Univ. of New York. CRA
23. *Call of the Wild* by Jack London. Longman.
24. *Reading Faster and Understanding More* by Miller/Steeber.
25. *Points of View* by Pifer/Mutoh. Newbury House.

Judy De Filippo
Kay Pechilis

Book Review Editors



Review Copies

The following books are available for anyone who wishes to review them for this newsletter. They are available for examination in the teachers' room of the English Language Center at Northeastern University, Boston YMCA, 360 Huntington Ave., Boston. *American Kernel Lessons, Beginning*, Robert O'Neill, Anger, and Davey; Longman, 1981. *In Touch*, Castro, Kimbrough, and Zane; Longman, 1981.

Getting Along in English, Palmer and Kimball; Longman, 1981.

Non-Stop Discussion, George Rooks; Newbury House, 1981.

Take it Easy, Pamela McPartland; Prentice Hall.

American Topics, Robert Lugton; Prentice Hall.

Interview, Edwin Cornelius Jr.; Longman. *What's the Story*, Books 1-4, Markstein and Grunbaum; Longman, 1981.

Business in English, Hacikyan and Gill; Regents.

Picture it; Regents.

Contexts for Vocabulary Development, Kenkashian; Regents.

Lifelines, Foley and Paman; Regents.

Colloquial English, Harry Collis; Regents.

Reading Faster and Understanding More, Miller, Steeber; Winthrop.

The English Connection, Fingado et. al., Winthrop.

MATSOL Flotsam

Insect Advertisement—The International English Institute at Belmont College in Tennessee has a remarkable technique to advertise its program around the world. According to the Tennessee TESOL Newsletter, "Many students are from Venezuela; also represented are France, Mainland China, Saudi Arabia, Peru, Cambodia, Japan, Viet Nam, Laos, Thailand, Taiwan, Egypt, Afghanistan, Iraq, Ethiopia, Mexico, and Guatemala. The students come on government scholarships, through Tennessee Partners, or by word of moth."

INTERPRET THE FOLLOWING:

1. SAND

2. man
board

3. stand
I

4. /r/ɛ/aɪ/d/ɪn/ɪg

OXFORD — EXCELLENCE IN AMERICAN ENGLISH

Introducing: **Workbook • Wall Charts • Cassette**

to accompany the

Oxford Picture Dictionary of American English

New Workbook It provides practice and reinforcement of the vocabulary presented in the *Picture Dictionary* through questions and answers, word games, and crossword puzzles. The exercises are marked for their level of difficulty, and an Appendix provides basic information on numbers, time, dates, and the alphabet. An Answer Key is included, and illustrations based on those in the *Picture Dictionary* are featured throughout.

Wall Charts Poster-size enlargements of twenty-five full color pages from the text are ideal for group presentation. Visually stimulating, they provide excellent reinforcement of high-frequency vocabulary items on all language levels. They may be effectively used with the text or independently.

Cassette Ideal for vocabulary development and reinforcement, the cassette provides a model of standard American English.

Practice With Idioms

RONALD E. FEARE

This book is a comprehensive survey of high-frequency idioms that are naturally found in conversational American English. It is designed for intermediate and advanced students of English as a Second or Foreign Language who have a basic knowledge of grammatical terms. Its unique format encourages students to guess the meaning of idiomatic expressions from contextual information. Numerous exercises within each chapter reinforce and further explain each idiom. The text also offers review chapters, an Appendix of grammatical terms, and Notes to students studying independently.

Anecdotes in American English

L. A. HILL

Elementary Anecdotes 1,000 Word Level

Intermediate Anecdotes 1,500 Word Level

Advanced Anecdotes 2,075 Word Level

101 Word Games

GEORGE P. McCALLUM

Oxford University Press

200 Madison Avenue New York, New York 10016



Scavenger Hunts

Scavenger hunts can be used at all levels of ESL classes and can be an enjoyable way for students to apply classroom learning outside the classroom. One way to surmount the problem of lack of self-confidence in using English is to assign students to work in pairs or in slightly larger groups. With regard to the method used, scavenger hunts can be timed—especially appropriate for certain on-campus ones—or untimed ones in which the students have a stipulated number of days in which to find out certain information. One approach to designing scavenger hunts is the concentric-circle approach, starting on campus, or in one's own building, and fanning into larger community circles—for example, into the Boston suburb where the school is located, and then into Boston proper, or from Boston to Cambridge or Brookline.

Of course, preparing scavenger hunts may require a fair amount of legwork or research on the part of the teacher. The tasks which the students have to perform can be stated in question form or in the form of directions: e.g., "Go to the Administration Building and ask the following: 'How many undergraduates and graduates are there at Utopia University?'"

In the higher levels ESL students can be assigned the task of finding out more detailed information, such as in their academic field of interest—e.g., going to a computer firm and getting information about new services or products from the firm's public relations representative. This can be assigned to individual students or to small groups of students.

One of the most interesting aspects of a scavenger hunt is the reporting of information to the class as a whole. In this culmination of the activity, students have a chance to discuss not only what they learned but how they felt in the process. Such cultural discussions can be one of the highlights of any ESL class and may make the class a more cohesive group.

Mark Stepler
American Language Academy
Babson Campus

A Conversation Course for ALL Students

A multi-level conversation course for academic-bound ESL students—IM-POSSIBLE? Not at all—as long as you structure your syllabus carefully, and take advantage of the multitude of conversational materials available on the market today. My course emphasizes:

- practice in pronunciation of vowel and consonant sounds
- stress, reduction, and intonation patterns
- cultural trouble-shooting (what is appropriate speech in certain situations)
- precision in direction-giving (through operations)
- discussions led by the teacher in a large or small group situation
- free discussions led by the students, based on their interests and/or background.

As a basis for this conversation course and as a kind of "warm-up" I use *Improving Spoken English* by Joan Morely (U. of Michigan) for approximately 20 minutes every other class meeting. Then I employ a myriad of fascinating materials which I pepper throughout the course including:

1. (10 minutes) 1-7 gambits (how to interrupt a total stranger to ask for directions, how to interrupt politely a speaker to emphasize a point or opinion, listing openers (first, at first, then, after that, finally) to describe an event, etc.) from *Gambits: Openers, Telephone Gambits* (using cardboard telephones), and *Gambits: Responders, Closers and Inventory* by Keller and Warner (Canada).
2. (15 minutes) 3 operations (how to blow up a balloon, how to eat an apple, how to thread a needle) from *ESL Operations* by Nelson and Winters (Newbury House). The operations are excellent for vocabulary building, intonation and rhythm, correct use of prepositions and articles, and practice with those confusing "little" verbs (get, make, do, take, etc.). After the students have memorized at least 2 operations, I have them write, practice, pre-drill, and present original operations to the class (using props and demonstrating partners).
3. (1 hour) Large group discussions led by the teacher or advanced student (topics: education, TV and violence, the nuclear family, etc.) based on readings assigned in advance. Edited newspaper or news magazine articles are excellent as well as 2 or 3 excerpts from *Read On, Speak Out*, by Ferreira and Va (Newbury House), and *Points of View* by Pifer and Mutch (Newbury House).

4. (1 hour) Small group discussions (3-4 students in a group, each group having one person responsible for note-taking and one for reporting results to the class). Topics: starting a new civilization, ordering a baby in 2250 AD, educational programs to eliminate, to marry or not, etc.) from the *Non-Stop Discussion Workbook*, George Rooks, Newbury House, and *React-Interact*, Byrd and Clemente-Cabetas, (Regents).
5. (1 hour) Class roleplays (adding as many roles as there are students) with memorized as well as spontaneous lines, from *Developing Communicative Competence: Roleplays in English as a Second Language*, Paulston, Brunetti, Britton and Hoover, (U. of Pittsburg).
6. (10 minutes-1 hour) Student-initiated discussions. The first day of class I ask the student to fill out an interest card, indicating what s/he wants to talk about. Then I choose 10 topics (i.e. religion, a favorite hobby, dating, music) and I write them on a discussion culture wheel. A student will spin the wheel to select a topic randomly, and students can either ask each other and/or the teacher questions about the topic, or make a statement related to it.

In addition to talking, the students must remember what they have been talking about. To accomplish this purpose, I (1) assign daily written assignments based on that day's classwork, (2) give short written daily quizzes on a gambit, an operation, vocabulary from a discussion or roleplay, and (3) an oral final examination where each student must pronounce ten representative sentences, demonstrate a gambit or operation, summarize a discussion or roleplay, and finally talk about a prepared subject of choice. The students are evaluated by their peers and teacher, using an evaluation checklist.

In conclusion, by using pronunciation as a basis, and interweaving gambits, operations, large group and small group discussions, role-plays, and the culture wheel, each student is motivated to talk at his or her own level—unimpeded by teacher dominance. It's a dynamic experience, to the extent that one day the college comptroller came running into the classroom threatening to call the police if we didn't "keep it down, once and for all!"

Brenda B. Sloane
Chamberlayne Junior College

Boxes Everywhere

In teaching beginning and intermediate ESL students on the college level, I have often used the box drill both to introduce and to reinforce target structures in the class. Box drills are easy to make, and help the student focus on the desired structure being taught. Here's one box drill that can be used to introduce the present tense and teach word order formation in questions. Drawing the box on the board will allow the students to watch the instructor lead them through the activity.

	John	Mary
be	doctor	lawyer
	in a	in a
work	hospital	court
make	\$50,000	\$30,000
	a year	a year

This box can be used to ask the students the following questions:

1. Who's a doctor? John is.
2. What does John do? He's a doctor.
3. Where does he work? He works in a hospital.
4. How much does he make? He makes \$50,000 a year.
(Of course, it can be also used to work with short answers and negatives.)
5. Is Mary a doctor? No, she isn't.
6. Does she work in a bank? No, she doesn't. She works in a court.

As one can see at a glance, there are many possibilities in the drill.

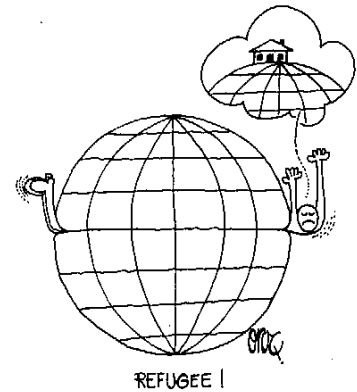
At the beginning level, the instructor should introduce all this material gradually until the students can successfully manipulate all the possibilities. When the students have mastered the drill, the teacher can pair them up and have them ask each other the questions. This allows the instructor the opportunity to freely circulate and monitor the student's utterances. In addition, at a very early stage the dyad activity removes the focus from the instructor and shifts the responsibility to the students.

Another variation is for the instructor to give the students blank boxes and have them invent information. This allows the students the opportunity to be creative and to move around and talk to each other as they fill in the boxes. The box drills then become a game for the students. Students really enjoy this activity.

One last use of the box drill is for dictations and controlled paragraph writing at a beginning level. The instructor can erase certain boxes and see if the students can remember the correct infor-

mation and complete the sentence. Box drills can be adapted to many different levels of student proficiency. They both illustrate the structures to the students and challenge the teacher to find creative solutions.

Jeffrey Diluglio
ELS Language Center



By Oruc Cukmakli

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Immigration Law Update

On October 20, 1981, the Reagan Administration's draft legislation concerning our immigration laws was transmitted to Congress. (Senate No. S. 1765 and House No. H.R. 4832). This proposal would drastically change our immigration system. The President states that the purpose of the new law is to "preserve our tradition of accepting foreigners to our shores, but to accept them in a controlled and orderly fashion." Although this is a noble goal, the reality is that the proposed law would adopt many repressive measures designed to limit the rights of foreigners.

These measures include restricting a foreigner's right under international law to apply for political asylum under procedures which are fair and just. Mr. Reagan also proposes limiting foreigners' access to federal courts, and eliminating appeals of certain hearings and adjudications. Although the proposal does contain an amnesty provision, many observers feel that this is merely a token gesture in view of the overall restrictive and repressive nature of the legislation as a whole. The most alarming proposal is that the president would be given the power to declare an "Immigration Emergency". Under these powers, the President could prohibit U.S. vessels from traveling to designated foreign countries. The President could also establish holding centers (detention camps) and exempt these camps from any laws governing environmental conditions in them.

The following is a very brief summary of the ten major sections of Reagan's proposal. Readers are urged to write to their Congressperson concerning these proposed changes. It should be noted that many foreign-born people have heard rumors concerning these proposed changes. No new law has been passed to date, and people should be encouraged to consult a legal advisor who is knowledgeable about immigration law before contacting the Immigration and Naturalization Service.

I. Temporary Resident Status for Illegal Aliens

Aliens who entered the United States prior to January 1, 1980, continuously resided in the U.S. since their entry, and were illegally in the U.S. as of January 1, 1980, could be eligible for temporary resident status in increments of three years. Once the alien has completed ten years of continuous residence in the United States and can demonstrate an understanding

of English, he/she could apply for permanent resident status. During the ten year period, the alien would be ineligible for many federal benefits, and his or her family would not be entitled to come to the United States.

II. The Unlawful Employment of Aliens

This is the employer sanction section of the proposed law. Employers of four or more persons would be prohibited from knowingly hiring illegal aliens, and they would be subjected to fines of \$500 to \$1000 for each undocumented worker hired.

III. Cuban/Haitian Temporary Resident Status

Nationals of Cuba and Haiti who were in this country prior to January 1, 1981, and met other very specific requirements (which are not set forth here because of their complexity), could be granted temporary resident status in increments of three years. After five years of continuous physical presence in the United States, they could apply for permanent resident status. At that time, knowledge of the English language would have to be demonstrated.

IV. The Fair and Expeditious Appeal, Asylum and Exclusion Act of 1981

This section severely restricts the rights of the foreign-born to apply for political asylum, and to have their application considered fairly. Also limited is the right of an applicant to appeal the denial of political asylum. It should be noted that the United States is a signatory to the United Nations Protocol on Refugees, and this section is arguably a violation of this international treaty.

V. Immigrant Visas for Canada and Mexico

This section increases dramatically the number of permanent immigrant visas available to nationals of Canada and Mexico.

VI. The Temporary Mexican Worker Act

Under this section, 50,000 Mexican nationals would be allowed to enter the country as temporary workers, for annual stays of 9 to 12 months. Workers would not be eligible for welfare, food stamps, or unemployment compensation. They would not be permitted to

bring their spouses or children.

VII. The Immigration Emergency Act

This would give the President power to declare an Immigration Emergency. Once the President declared such an emergency, he could set up detention camps, suspend all environmental laws concerning conditions in the camps, prevent U.S. vessels from traveling to certain designated foreign countries or geographical areas, and seal off or close certain harbors, ports, airports, or roads.

VIII. The Unauthorized Entry and Transportation Act

This section broadens the criminal penalties for bringing to the United States, harboring, concealing, or shielding undocumented aliens.

IX. The Labor Certification Act

This section would replace the present labor certification process. Instead of having individual applications where each alien must prove that there are no United States citizens ready, willing, able, and qualified for the job offered, a new procedure would be set up whereby certain occupations would be classified as having a short supply of workers. In order to obtain a labor certification, the alien would have to have a job offer in the specified occupation, and prove himself/herself qualified in that occupation.

X. The Emergency Interdiction Act

This section would authorize the President to enter into arrangements with other countries, to prevent the illegal emigration of nationals of said countries to the United States. The most likely country to enter into such an agreement with the U.S. at this time is Haiti. The President could also use any federal agencies, including the Army, Navy, and Air Force to stop and examine, on the high seas, vessels of the U.S., vessels subject to U.S. jurisdiction, or foreign flag vessels for which the United States has concluded an agreement authorizing such action. If an alien on the vessel wished to apply for political asylum, his or her application would be decided on the high seas.

Harvey Kaplan
Attorney at Law

CALL FOR PARTICIPATION

MATSOL 1982 SPRING CONFERENCE, UMASS/BOSTON, MARCH 26-27, 1982

The Massachusetts Association of Teachers of English to Speakers of Other Languages is inviting proposals from individuals wishing to present papers or conduct workshops at the MATSOL 1982 Spring Conference. MATSOL is also planning to organize several informal sessions in which participants can exchange teaching ideas, approaches, materials, and so on that they have found successful.

We are interested in proposals from *all* of you—classroom teachers, teacher trainers, material developers, curriculum designers, researchers—and encourage educators from all levels of teaching—elementary, secondary, college, university, adult—to participate. With your interest and contributions, you can help make this MATSOL conference the best yet.

Procedures for Papers and Workshops:

By February 8, 1982, send the following items to the address below:

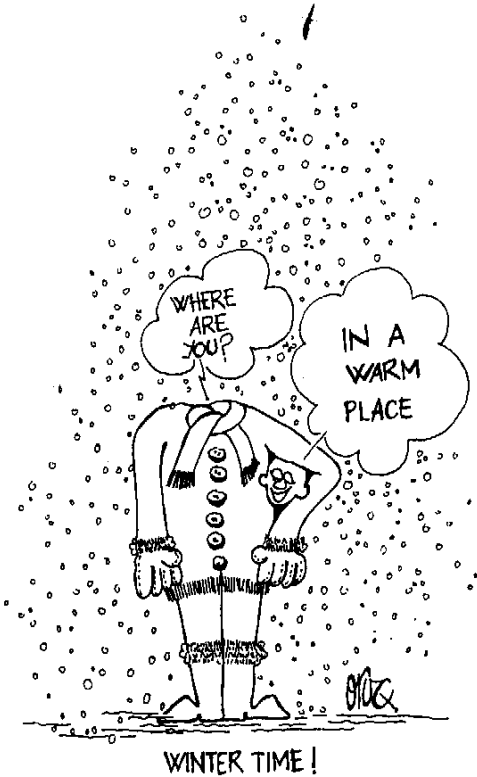
- I. Four copies of your 200-word typewritten proposal, one with your name, address and telephone number in the upper right hand corner, the three other copies without this information.
- II. One typewritten page which states:
 1. Your name, title, affiliation, mailing address and phone number.
 2. A 25-word summary of your presentation, suitable for inclusion in the program.
 3. Whether your presentation will require 1 or 2 hours.
 4. Whether you have a preference for the date of your presentation.
 5. A list of all equipment that you will require.
 6. The primary audience(s) for whom your presentation is intended.
 7. The number of participants that can attend. Sessions will be considered open unless otherwise specified.
 8. If a special seating arrangement is desired, please specify.

Procedures for Teaching Idea Exchange:

By Feb. 8, 1982, send the following:

- I. A short summary of your teaching idea.
- II. One typewritten page which states:
 1. Your name, title, affiliation, mailing address and phone number.
 2. The skill area your teaching idea concerns.
 3. The primary audience(s) for whom your presentation is intended.
 4. Whether you have a preference for the date of your presentation.

MAILING ADDRESS: Vivian Zamel
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c/o Robert Gogan, Editor
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