

NEWSLETTER

VOL. 12, NO. 2

Massachusetts Association Of Teachers Of English To Speakers Of Other Languages

FALL, 1983

The Intensive Method: New Life for Suggestopaedia

by Tom Garza

In 1971, Bulgarian psychiatrist Georgi Lozanov outlined the method and results of a 24-day course of foreign language instruction which he designed and had conducted with his colleagues in Sofia. The method was based on suggestopaedic "mind-liberating" techniques in the classroom, such as extensive role play, intonational text readings, and passive listening concert sessions.

Among the results of the course, Lozanov cited the assimilation of more than 90% of the 2000 lexical items included in the materials, the ability to speak within the framework of the whole essential grammar, and the accessibility of any written text with the aid of a dictionary.

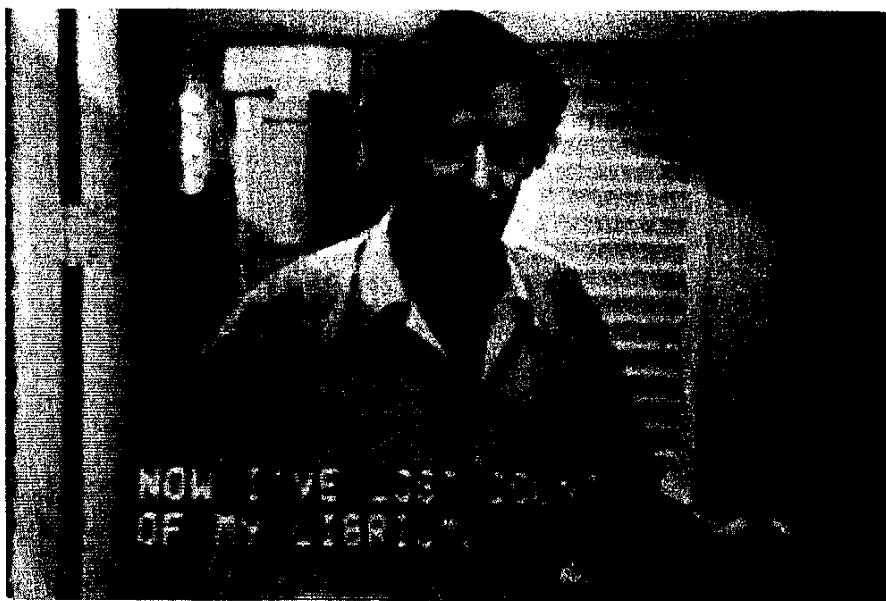
By the time quantitative materials on the "Lozanov Method" reached the West in translated form, much neurolinguistic research on right/left brain hemisphere participation in language learning had given considerable theoretical support to Lozanov's suggestopaedic approach to learning. Hence, in 1975, the Los Angeles-New York conferences on suggestopaedic instruction provided a strong forum for new western proponents of the Lozanov Method to demonstrate the appropriateness of the method for American foreign language classrooms.

Unfortunately, while the West was only beginning to apply suggestopaedic techniques along the lines of the Lozanov Method, results in the Soviet Union and Eastern bloc countries were already revealing serious flaws and deficiencies in the method in terms of grammatical competence, pronunciation, and language retention of the students. By 1976, language specialists were already calling the Lozanov Method inappropriate for language teaching.

While many pedagogs simply shunned the method as a failure, several methodologists at Moscow State University saw the solid neuro- and psycholinguistic bases of the method — particularly in the realm of developing oral skills — and felt it needed serious reworking, but certainly not abandonment.

In Moscow, Galina Kitajgorodskaja, Tat'jana Kirsh and their colleagues began
(Continued on page 12)

CLOSED-CAPTIONED TV: AN UNTAPPED RESOURCE



Michael Caine in a closed-captioned scene from "California Suite"

The following article is based on a study of the potential of closed-captioned TV for English language learning conducted by Karen Price and Anne Dow at Harvard University, with funding from the Exxon Educational Foundation.

by Karen Price

Did you know that some of the most popular programs on television can be seen with captions (English language subtitles)? Situation comedies, movies, dramas, children's programming, and selected miniseries can all be viewed with captions at normally scheduled times.

The National Captioning Institute, (NCI), began captioning TV broadcasts for the hearing-impaired in March 1980. By the Spring of 1981, researchers at Harvard were trying to determine if non-native English speakers could benefit from these same captioned materials. Would captioned video materials help or hinder foreign students as they watched video? Would it be possible for foreign speakers to process both audio and visual cues and attend to captions without bogging down? If so, would captioned materials be helpful for all of the ESL population, or just part of the ESL population?

To see the regular broadcasts with captions, all one needs is a special decoder connected to a TV set. (Decoders can be purchased at Sears for a one-time charge of \$279.) The decoder evolved because it was assumed that hearing people don't need captions to enjoy TV and wouldn't want to be bothered with captions popping up all through their favorite TV programs. For those without decoders, the captions don't appear on the screen. The National Captioning Institute, the major source of captioning, provides a minimum of 38 hours a week of captioned programming. Captioned programs produced by NCI are called "closed-captioned," and are identified in TV program guides by the symbol "□", "C", or "CC".

The experimental study at Harvard in-
(Continued on page 8)

MATSOL Spring Conference
April 6-7
Bunker Hill Community College

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This is a quarterly publication for

the members of MATSOL. Subscription

costs are included in annual dues.

Letters, articles, black and white

photos and other contributions are

welcome. They may be sent to:

Mary Christie

MATSOL Newsletter

25-1/2 Grant Street

Cambridge, MA 02138

Articles should be typed, double-

spaced, set to 40 characters.

Next deadline: January 20, 1984.

A MESSAGE FROM THE PRESIDENT

by Paul Krueger

Professional organizations like MATSOL rely on the participation of their members for their continued vitality. Articles in the newsletter and presentations at the conferences are excellent examples of MATSOL members' contributions to the organization. The logistics of running a professional association and furthering our goals as a group require time and energy. Members who are willing to contribute their time to participate in organizational activities are very much needed.

For example, the social aspects of the MATSOL conferences are important to many who attend the conferences, but that feature is often given short shrift by those who plan the conferences. The Executive Board has recommended the establishment of a Social Committee which would plan and carry out the MATSOL socials, not only assuring that adequate attention was given to organizing social activities, but also making it likely that volunteer effort would result in lower costs to MATSOL. Most of the institutions in which we have held our conferences and socials in the last few years have

generously donated their space, but the costs of institutional food services have increased dramatically, making this a major item in the conference budgets.

Another area where volunteers would be most welcome is in assisting the Job Bank Coordinator in advising job seekers about opportunities for ESL jobs in the area and in carrying on the continuous data collection needed to keep the MATSOL Directory as up-to-date as possible. A group of people willing to lend a hand from time to time, stuffing envelopes and sticking on stamps and labels for mailings of the newsletter and conference announcements, would be invaluable. Finally, I want to encourage those who might be interested in organizing in-service training sessions of interest to MATSOL members to submit proposals for MATSOL sponsorship.

If you are willing to volunteer your time for any of these projects, or if you have other suggestions for other things MATSOL members could be doing within the organization, please call me at the English Language Center, Northeastern University, 437-2455. I look forward to talking with you.

**MATSOL to Fund Grants
For Members**

As announced in the Summer *Newsletter*, MATSOL has allocated funds for project grants and activities for members in the upcoming year.

The criteria to be used in the evaluation of the applications will be whether the project or activity being funded would:

1. benefit a number of MATSOL members,
2. have continuing value to members,
3. increase membership in MATSOL,
4. contribute to professional development,
5. advance public recognition of the professional fields represented by MATSOL.
6. benefit limited-English-proficient members of the community,
7. be economically feasible for MATSOL,
8. have accountability that can be clearly demonstrated.

Applicants should send 250 word descriptions of their proposals to:

Paul Krueger

BY 206

Northeastern University

Boston, MA 02115

For further information, you can call Dean Krueger at 437-2455.

Many thanks to our colleagues in CATESOL whose grant program and guidelines served as inspiration for our own.

Congratulations to . . .

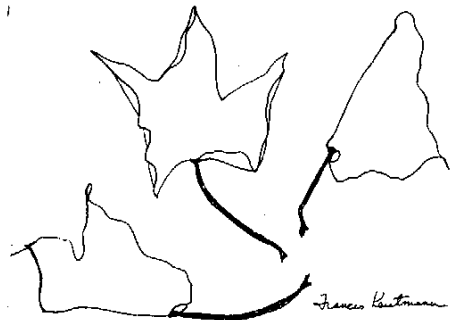
Marian Novick on the publication of her article, "From Inspiration to Publication: How to Write Articles for Professional Journals," in the October 1983 issue of the *Psychosocial Rehabilitation Journal*.

* * * *

Maryann Piotrowski on the creation of *Re: Writing*, a newsletter with strategies and suggestions for communicating effectively in business.

* * * *

Susan Tomasello on winning the Logo Design Contest. Ms. Tomasello sent in the winning entries for both the Professional Development and Career Ideas columns.



BE A PAL!

by Sally Pym



The PALS (Partners At Language Skills) Program at Pine Manor College is a component of the curriculum of the English program designed for students who wish to improve their oral communicative skills in English with Americans.

Students in the Pine Manor Language Institute are required to attend 15 hours per week of intensive English classes. In addition to these core classes (involving reading, writing, structure and comprehension), the students are required to participate in electives for at least 5 hours per week. Students choose elective classes for their special interests, involvement in academic courses, or conversational practice one-on-one with an American student. This component of the program is called "PALS."

The PALS Program matches American work-study students with international students. The American student is paid an hourly wage for conversation practice.

The students meet their conversation partners twice a week and sign-in with the program director. After that, the conversation pair is free to go wherever they want for the allotted time, but with the stipulation that they converse in English. The goal of the program is to provide students with the type of language experience necessary to become competent speakers.

American participants are provided with a list of suggested activities and conversation topics as part of their training program. In addition, the entire group of American and international students meets for two sessions at the beginning of each semester. These sessions are facilitated by the program director who leads the group in a series of "New Games" and other exercises which are designed to break the ice and to get students talking to each other in an informal atmosphere to offset the tensions which sometimes occur in the one-on-one relationship. Pairings are made from successful dyads which are observed during these orientation sessions.

The PALS Program at the Pine Manor Language Institute has operated successfully since September 1982. While it is hard to evaluate the success of a program which depends so heavily on personal relationships, the response from both American and international students has been overwhelmingly positive. One typical response on the evalua-

tion sheet was this comment from a Japanese student: "I think the PALS Program has been a great success! I feel the best way to learn and understand the English language is to speak it, and it's much more fun having an American friend teach it to you rather than a teacher."

Sally Pym is the Director of ESL at Pine Manor College.

TESOL GROUP INSURANCE

President John Haskell reminds members of an important service provided by TESOL: the availability of low-cost group insurance. Through the TESOL sponsored group insurance plans, members (and their families) can secure important coverage at significant savings. These savings are achieved simply by letting the mass-purchasing power of TESOL work for members.

Five group insurance plans are officially sponsored by TESOL that are available throughout the year. Most plans are significantly less expensive than if purchased on an individual basis and are generally lower in cost than most other group rated programs.

HOSPITAL MONEY PLAN provides supplemental hospitalization benefits of up to \$165 per day for members and spouses for each day hospitalized. Children are eligible for up to \$110 per day. Benefits are paid directly to members with no restrictions on how the money is spent.

GROUP MAJOR MEDICAL PLAN provides primary health coverage for the whole family against the high cost of hospital, surgical and medical expenses. The plan pays 80% of medical expenses after the deductible (a choice of three is available). When \$2,000 in out-of-pocket expenses are paid in any calendar year, plus the deductible, the plan takes over completely to provide 100% coverage of covered expenses for up to \$1,000,000.

CATASTROPHE MAJOR MEDICAL PLAN offers complete family protection against excessive medical costs associated with a catastrophic illness or accident. This is a supplemental plan paying 100% of all eligible expenses after a large deductible — up to \$1,000,000 paid over 5 full years. This unique group insurance plan ties-in with basic hospitalization or major medical insurance as a supplemental policy that begins to pay when other insurance stops.

GROUP TERM LIFE INSURANCE PLAN provides big protection at an affordable price. Term insurance is the most economical type of life insurance available because there are no frills or extras to pay for. Members and spouses can choose from \$12,000 to \$120,000 in life insurance benefits. Children can be insured for up to \$1,200 each — all for one low premium. This plan makes an excellent "starter" policy for young growing families or singles.

DISABILITY INCOME PLAN protects families from financial stress in the event of disability caused by accident or illness. Benefits are paid up to \$1,500 a month for as long as one full year for illness — five full years for an accident. Protection is provided 24 hours a day, anywhere in the world, on or off the job.

Each of the plans described above is underwritten by a well established, reputable insurance company. Information on any or all of the TESOL sponsored group insurance plans is available by writing the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068. (312) 698-2221.

TESOL Refugee Concerns Interest Section

A number of sessions for TESOL '84 in Houston have already been planned: an academic session on "Preparing Refugees for Employment"; a colloquium on "International Refugee Policy and Its Impact on Refugee Programs"; and several rap sessions including ones on "Volunteer Training," "Placement and Assessment of Refugees in ESL Programs" and "Working with Non-Indo-Chinese Refugees." For further information on this interest group, write to:

Elizabeth Tannenbaum
5 Chase Street
Brattleboro, VT

MOTHER-TODDLER PROGRAM

MATSOL members Linda Moussouris and Susan Shagrin have started an ESL program for both mothers and toddlers. It is at the Brookline Early Childhood Resource Center, Pierce School, Brookline. The next program will start in mid-January. There will be a discussion group on ten consecutive Thursdays from 9:30 a.m. to 11:30 a.m. In addition, participants have access to the Resource Center. The fee is \$60. Please call Barbara Synkowski at 734-1111, Ex. 234 to register or get further information.

WRITING RESEARCH AND METHODOLOGY NETWORK

A network of TESOLers interested in writing/composition is being formed as the result of a RAP session in Toronto. The purpose of the network is to bring together people in TESOL interested in different facets of writing and ESL/EFL. Another RAP session in Houston and a Colloquium are currently being planned. In addition, an informal newsletter will be sent to all members of the network. All people interested in ESL writing are requested to send their names, addresses, phone numbers, and interest areas to: Tim Robinson, St. Edward's University, Austin, Texas, 78704.



Selfish Shellfish Sellers

Linguametrics Group, P. O. Box 454
Corte Madera, CA 94925.

Are you looking for a fun-filled supplementary workbook which provides "witty" practice in pronunciation and vocabulary development? Try *Selfish Shellfish Sellers*. It holds students' attention from start to finish.

This supplementary program contains a teacher's guide and a workbook. The teacher's guide is activity oriented—just the way it should be for children. The directions for activities are written with simplicity and care. Many can be presented with little or no preparation.

The workbook contains three sections. The first, "Words for All", stresses vocabulary development in 41 games and puzzles requiring one-word answers. These games range in difficulty from simple picture identification to bingo, sound discrimination, word association, rhyming, memory and riddles. Many of the games stress phonemes which have been found to be difficult for children learning English as a Second Language.

The second section, "Rhyming and Twisting the Tongue," contains more than 40 humorous exercises in elocution. Everyone has fun with tongue twisters. In addition to the obvious phonemic practice which they offer, tongue twisters also provide students with vocabulary development, syntactic practice and exposure to the folk culture of the English language.

In the third section, "Words in a Line," students begin to use original phrases and sentences as they play with a potpourri of activities. Included are coded messages, "What's wrong?", "What's different?", and "What's missing?," pictures, rebuses, quiz games, telephone games, survey practice, challenges to memory, tricks with paper, and creative commercials.

This book can be used for grades 1-7. Give *Selfish Shellfish Sellers* a try. You'll like it!

Jane Sinberg-Zion is the MATSOL Elementary/Secondary Representative.

Please send book reviews for the Winter issue to Cathy Sadow, English Language Center, Northeastern University, Boston, MA before January 20, 1984.

The American Dream

Edited by G. Hocnard, K. A. Sherman, M. Sommers, and H. Wolff
Reading strategies by Lyn McLean
Longman Inc., New York City
1982 (140 pages).

Definitely several steps ahead of many reading textbooks, *The American Dream* contains information of considerable value to the high intermediate/advanced international student of English. Authentic writings from forty-three different authors present diverse insights into the American Dream. Through these writings many of the contradictions, complexities, and concerns of American life are revealed.

The reading selections are grouped around six basic themes, viz., I. The American Dream; II. Reaching for It; III. The Other Side of the Dream; IV. The American Mosaic; V. The American Way of Life; and VI. Social Scenes. Each reading selection contained in the above groupings is followed by exercises designed to aid in the comprehension of the passage as well as to help students develop strategies that can be applied to any text. A variety of exercises, so often lacking in standard reading textbooks, is ensured. Some of the major exercise types found in appropriate places throughout the book include the following: pre-reading predictions; tracing inference; recognizing irony; locating the main idea and supporting details; understanding figurative language; and analyzing organization, structure, word choice/meaning, and style. The exercises are brief, thereby avoiding the pitfall of exhausting the students' interest in the topic with drawn-out activities.

Beyond solid information about the diversity of American life and exercises that check comprehension, etc., *The American Dream* promotes class discussions which follow naturally from the readings. Because of the provocative subject matter, student interest does not lag after the technical aspects of the text have been attended to. Lively class involvement and interaction are inevitable after selections such as "We've come a long way, babe!", "How the Indians Saw It," "Big Money, Hard Job," "A Shorter Workweek? Not," and "Living on Credit." Some selections are critical of American values, some are puzzled by them, and others are openly enthusiastic — but all deal with real and important aspects of American life. International students react favorably to the opportunity to read about matters not usually offered in the traditional reading program. Because of this, *The American Dream* will be well received in the classroom, both as a reading textbook and as a point of departure for animated exchanges.

Kay D. Pechilis teaches at American Language Academy, Babson College Campus.

American Readings: Saxon Series in English as a Second Language

Crindell, Marellid and Nadler, McGraw Hill, 1964.

To move from rudimentary English to a more sophisticated use, ESL students need a book which helps them to polish and enrich their language. Just such a book is *American Readings*. It is a book carefully structured and organized for the advanced ESL high school student.

Each chapter in the book starts with a well-written piece by an internationally recognized American author. Many ESL students get limited exposure to classical American writing. This material, in addition to filling that need, introduces useful vocabulary, which is then expanded through word family exercises. Synonyms and common idiomatic expressions are part of the lesson.

The difficulty with prepositions common to non-native speakers of English is dealt with by including preposition exercises in each chapter. Finally, there is a dictation to help the student learn both pronunciation and spelling.

Thus the book gives the student word forms, idioms, prepositions, exposure to classical works, and hands-on writing experience for an easy-to-understand lattice on which to build and use English. It is easy to recommend *American Readings* to high school ESL teachers, for it clearly provides much needed material.

Evelyn Aaronson is an ESL teacher at Framingham South High School.

Communication Skits

Nina J. Weinstein, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1983. (Pp. vi + 122.)

In the past ten years, the pendulum in speaking activities has swung from memorized dialogues to spontaneous ones. Neither method alone has been truly effective because while one produced parrots, the other produced magpies — a lot of chattering with little substance. Nina Weinstein has attempted to achieve a balance between the two methods in her latest book, *Communication Skits*. After testing the book with university students for a semester, I can attest to the fact that she is on the right track.

The book is designed for intermediate students and uses a functional-notional approach to conversation. Each of the six units is divided into three loosely related topics around which vocabulary, exercises and discussion questions are built. The first and second parts present a dialogue which the students read, practice and perform as a skit

in front of the class. Vocabulary and graded exercises (suitable for differing levels of intermediate students) follow. An expansion chart categorizing expressions to be learned comes next. These are listed according to the degree of intensity and level of formality, and enable the students to complete guided conversations. For example,

Partner: I won't be able to go to the party with you.

You: _____

Students can choose an average (Oh well), intense (That's a shame), or very intense (That's terrible) response to this situation, depending on how they feel about it.

The culminating activity is the "ESL Game," a stimulating review of vocabulary similar to "Password." Students give each other clues to elicit words or expressions from each unit within a certain time limit. The author has conveniently included pages with clue cards and posters in the book which can be cut out and used by the teacher. A drawback to this inclusion appears if the students also have books; they can memorize the answers beforehand or look at them during the game.

The sequence of individual sections is pedagogically sound, but the topics the author has pulled together in each unit often have little to do with one another. In Unit 4, for example, the skits concern a murder mystery, a spaceship landing in Disneyland and a pill that gives eternal youth. The focus is on invitations and compliments. It is dif-

ficult to see how the topics are related; furthermore, the language that is expanded in the exercises has nothing to do with the dialogues. In other words, some of the units provide cohesive lessons which reinforce and compliment one another. Others seem to be pieces that the author has incongruously clumped together for lack of a better place to put them.

Communication Skits is full of creative ideas for occasional conversation activities, but it falls short of being a dependable text because of its inconsistencies. I recommend, however, that teachers experiment with it and take advantage of its positive aspects.

Carol Houser-Pineiro teaches at the Center for English Language, Boston University.

New Hmong Handbook

An English-Hmong medical handbook entitled *How do You Feel, Koj Puas Xis Nyob?* will soon be available. The book contains a brief outline of Hmong grammar, question and answer interviews, examinations, and a special section for the problems of women. It also contains many useful bilingual word lists. Its purpose is to help Hmong in the United States or elsewhere discuss their health problems and to enable others to help them with those problems. The book can be ordered from The Mulberry Tree, P.O. Box 169, Winchester, VA, 22601. The cost is \$5.00 plus \$1.50 postage and handling.

CONTRIBUTIONS SOUGHT FOR NEW SERIES

Cambridge University Press has launched a new series of books under the general title of *New Directions in Language Teaching*. The series is co-edited by Howard B. Altman and Peter Strevens.

The series hopes to serve the interests of language teachers and others who wish to be aware of major issues facing the profession today, who seek to understand the theoretical underpinnings of current debates, and who wish to relate theory to classroom practice.

Those who would like to contribute a volume to the series or to make suggestions for volumes should write to either of the series editors: Prof. Howard B. Altman, Department of Modern Languages, University of Louisville, Louisville, KY 40292 USA; Prof. Peter Strevens, The Bell Educational Trust, 1 Red Cross Lane, Cambridge CB2 2RU, England.

Longman's new toll-free "ESL-phone" is now fully operational. You can use it to get information on Longman materials and to place orders. It is:

1-800-445-4510.

MATSOL Winter Social
An announcement will
be coming in the mail.
Look for it!



A Rich Blend of Fact and Fantasy... A Firm Foundation in Grammar... Student-Centered.

ODYSSEY A Communicative Course in English Kimbrough, Palmer, Byrne

Odyssey is a six-level program designed especially for teenagers and young adults, offering many innovative features:

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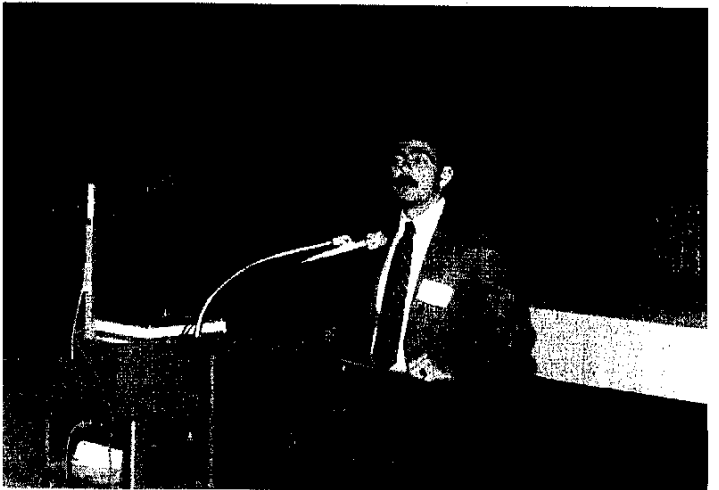
The MATSOL Fall



Ellsworth Hall, Pine Manor College



Registration and Coffee



The President's Welcome

Conference



Panelist Frank Otto of Brigham Young U.



Panelist Constance Putnam of Northeastern U.



Post-conference Discussion



Journal Writing

by Bette Steinmuller

If you want to spend two hours a week getting to know your ESL students through their writing, ask them to keep weekly journals.

My students in First Year English Composition (ESL section) are asked to write four one-page entries a week. They keep these in a special "journal" notebook.

Some students use their journal to write about their problems, adjustments or observations about North American culture. Others write about their backgrounds or current themes. There are no assigned topics, but ideas are suggested if a student is stuck.

This activity has been very effective. Some Asian students, reluctant to speak in class, express their views in this more private format.

Moreover, a personal dialogue develops. In my responses, there are embedded corrections of grammatical or idiomatic errors.

I keep a list of individual errors which I share with the class tutor. In addition, I ditto correct and incorrect sentences from their journals; we go over them together in class. This is a non-threatening way of zeroing in on common writing concerns.

Since it is clear from the beginning that only the teacher reads their work, students are very open and trusting. They become less self-conscious about writing and accepting feedback. Last year, after only one week, a student wrote that when the semester was over, her English would be improved and I would know her "inside out."

Bette Steinmuller teaches at U. Mass-Boston.

"Before the Bell" Blahs

by Carol Houser-Piniero

What do you do when the lesson is over but the class time isn't, when students get glassy-eyed, quietly slip their books into their backpacks, and stare at you expectantly? "Oh no," you say to yourself, "I can't let them out early again. What will the other teachers think?" Relax — here are a few ideas to help with "before the bell" blahs.

1) **Mental Arithmetic:** Practice with numbers! Give short mental problems using addition, subtraction, multiplication and division. Example: $2 \times 8 / + 5 / + 7 / - 1 = 7$ Answer 2.

2) **Spelling Check:** Pick words from this week's vocabulary or reading lesson. You

spell them and ask the students to figure them out — no writing. Or dictate them while the students take turns writing on the board.

3) **Excuses, Excuses:** Tell the students that they can leave early, if and only if they can think up a good enough excuse. Be tough. Make them sit down and think up another if the first one isn't acceptable.

4) **Teach a Rhyme:** Collect little poems, sayings, or songs on index cards or in your head. Use them for pronunciation or intonation exercises. Examples: "A flea and a fly in a flue. . ." (and other limericks by Ogden Nash), "The House That Jack Built," etc.

5) **Blackboard Compositions:** Write the first sentence of a story on the blackboard and let each student add a line. It can be geared to elicit certain grammatical structures like past tense, conditional, etc. Example: "Last night I dreamed I was a chocolate chip cookie. A big hand picked me up and. . ."

6) **What Am I?:** Tell students to think of an object and describe it in the first person while other students try to guess what it is.

These are just a few sure cures for "before the bell" blahs. They will keep your students interested and make them wish classes were just a little longer.

Carol Houser-Piniero teaches ESL at CELOP, Boston University.

ERIC Is E-X-P-A-N-D-I-N-G Its Focus!

ERIC is now involved in an experiment which is designed to provide access to a special selection of materials that will help educators meet the new demands of changing needs.

In addition to the traditional ERIC documents, we are now seeking practice-oriented materials which are short, timely, and ready for immediate application in the classroom or at the school site. These materials may be teacher-made, locally produced, or developed by sources not previously tapped by ERIC.

Here's how you can help. Be alert for the following types of practitioner-oriented documents:

- Games/Puzzles
- Worksheets
- Handbooks
- Brief Research Syntheses/Summaries
- Fact Sheets

Send two copies (if possible) of your candidate and reproduction release to the ERIC clearinghouse which covers your subject area: ERIC Clearinghouse on Language and

- Linguistics
- Center for Applied Linguistics
- 3520 Prospect Street, N.W.
- Washington, D.C. 20007

Reproducibility note: All materials submitted must be typed or printed in black ink on white paper that is no larger than letter size (8-1/2" x 11").

Closed-Captioned TV

(Continued from page 1)

investigated whether exposure to captioned video significantly improves or impairs viewing comprehension, as measured by a carefully constructed video post-test. Increasing comprehensibility facilitates language acquisition. Therefore, it is reasonable to assume that if captions assist the learner to understand a message expressed in a foreign language at a level a little beyond his usual level of comprehension without assistance, they may actually contribute to language learning.

The study was also designed to determine which features of student profile, if any, influence score and performance on individual test items. Half of the subjects saw four excerpts with captions; the others saw the same excerpts without captions. Half of each group was exposed to two viewings, the other half to a single viewing. Group assignment was random after controlling for CELT scores and the length of time the student had lived in the U.S.

Some 500 students of over 20 native-language backgrounds participated. Measures concerning viewing comprehension, as well as extensive background and psycho/sociolinguistic data, were obtained for each student. The effects of these variables along with segment preference, repeated viewing, and order of presentation were evaluated. Results showed that all viewers, regardless of educational level or language background, benefited significantly from captioning, even with only one viewing.

Since most of the 23 million Americans who speak a language other than English in the home probably have easy access to television, and since general TV programming far exceeds in technical and artistic quality most budget-conscious educational productions as well as providing the authenticity of situation and language so badly needed for language learning, we strongly recommend that ESL learners be made aware of this valuable resource through the use of decoders in the classroom setting. Increased exposure to "mainstream" TV programming at home as well as in the classroom will facilitate language acquisition, not only by improving comprehension of language, but also by enabling the ESL viewer to acquire more of the cultural script shared by native American peers.

Karen Price is the Associate Director for Research and Development of Programs of English as a Second Language at Harvard. Anne Dow is the Director of these programs.

Please send teaching ideas for the Winter issue to Carla Meskill, CELOP, Boston University, 730 Commonwealth Ave., Boston, MA. before January 20, 1984.



The TESOL Summer Institute

by Edrea Grabler

One way in which ESL professionals can stay abreast of new trends in the field, learn new techniques and also come into contact with colleagues from outside of the New England area is the TESOL Summer Institute.

During 1981 I attended the Institute at Columbia Teachers College in New York. I was also fortunate to receive a Teachers College scholarship which enabled me to take one three-credit course without charge.

I took two courses during one three-week session — one on writing taught by Ann Raimés and the other on methodology taught by Earl Stevick. Prior to attending the Institute, I had been influenced by materials and articles written by these two professionals; however, through direct exposure to Ann Raimés and Earl Stevick in a classroom environment, I found that they had a huge impact on my teaching techniques. For example, before applying to the Institute, I was feeling somewhat dead-ended in terms of my writing curriculum and was fumbling about for new

ideas. By means of an excellent reading list and classroom interaction with the instructor as well as with other students, I was able to pinpoint where my writing curriculum needed work and how I could develop a more effective style of teaching the subject.

In reference to interaction with instructors and students outside the classroom, there were social activities planned by the Institute staff which facilitated more relaxed professional conversation. Furthermore, students and instructors were quite eager to meet outside of class to discuss professional concerns, etc. I had also chosen housing in the dormitory for the three weeks I was at Columbia, and the living arrangements elicited many late night talks with colleagues.

My feeling is that the Summer Institute is a refreshing and helpful experience for ESL professionals at varied levels of experience who would like new perspectives and insights yet who perhaps do not want to commit themselves to semester-long coursework or further graduate work.

Edrea Grabler teaches at the International Language Institute, Pine Manor College.

Please send professional development ideas to Lorna Porras, Harvard Extension English for Foreign Students, Sever Hall, Cambridge, MA 02138 before Jan. 20, 1984.

Stay Informed — Free Publication

As a part of the 1984 TESOL Summer Institute, Oregon State University is offering those interested in attending the Institute next year a free quarterly publication. Entitled "1984 TESOL Summer Institute Update," the publication contains information about faculty, courses, cost, scholarships and funding opportunities, and provides recipients the chance to participate in ongoing Summer Institute planning.

Oregon State initiated an extensive scholarship solicitation drive at TESOL Toronto after results of a 4,000 person Summer Institute planning survey indicated that financial concerns were very much on teachers' minds. OSU has contacted numerous publishers with a tax-advantaged scholarship proposal and will soon be announcing the names of the publishers participating in the program. Details of how to obtain scholarships will be in future issues of UPDATE.

You can receive the "1984 TESOL Summer Institute Update" by writing:

Karl Drobnic, Director
1984 TESOL Summer Institute
ELL, Oregon State University
Corvallis, OR 19331 USA

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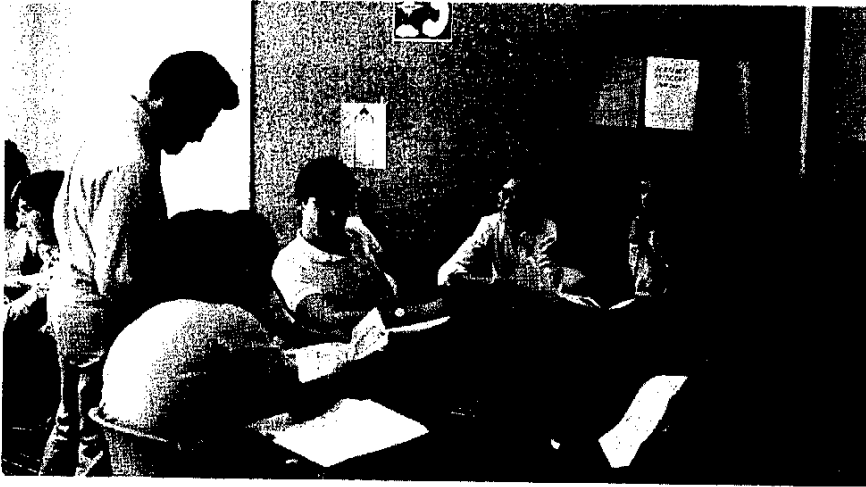
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CASE STUDIES IN THE E.S.L. CLASSROOM

by Christopher Sawyer-Lauçanno



The executive council meeting is in session. Mr. Tanaka, from Japan, presents what he perceives to be the main issue: to invest or not to invest in the overseas market. He is countered by Ms. El Kadi, from Egypt, who claims that the real question is not one of overseas investment, but of protecting the company's domestic market share. She is supported by Mr. Valdez, from Chile. Mr. Hu, from Taiwan, mediates, saying that one issue should be discussed at a time. Ms. Bellini, from Italy, suggests that the meeting should open with a general discussion of the company's profitability. Others agree. Mr. Zuniga, from Mexico, consults the text in front of him, then steps to the blackboard and quickly sketches a graph of the company's net profit over the last five years. You are sitting at the end of the table observing the engagement, noting the fluency, the high level of articulation, the complex sentence production, the sophisticated vocabulary usage. An inside look at a major vocational? No, an advanced E.S.L. classroom.

The mode of instruction being used here, the case study method, is gradually becoming more prominent in advanced E.S.L./E.F.L. classes. The reasons for the excitement about the method are numerous. First, as the opening description illustrates, it fosters active communication. Because a case study is essentially an exercise in problem solving, students must work together to arrive at a solution or solutions to the dilemma. Participation, therefore, becomes natural.

Second, since students are continually "put on the spot" to present ideas and defend positions in English, the case method promotes thinking in the language. Third, because case studies do not overtly scream "English," the resistance of some students is greatly reduced. Finally, the case study method reorients the classroom so that the primary responsibility is placed on the students, rather than on the

teacher. This most often results in a dynamic learning situation, in which motivation comes from within, rather than from without.

These attributes of the case method do not come automatically. Thorough preparation by both the instructor and students is important for success. Before launching the discussion/simulation, an instructor should review the basic facts of the case with the students, clarifying vocabulary and examining aspects of grammar and usage. Pre-discussion exercises, i.e., written and oral manipulation of vocabulary and syntax, are useful in aiding students to acquire the necessary skills to deal with the case. This also helps to reduce errors in usage or grammar during the discussion sessions.

While the case is being discussed, the instructor must be willing to cede the authoritative role and become an informed guide, making sure that the students do not stray from the cogent facts in the case. Error correction should be kept to a minimum in order to avoid impeding the communication. This does not mean, however, that mistakes should be ignored. A few minutes at the end of class can be used to point out errors made during the activity.

Error correction can also be handled quite effectively through post-case study application exercises. These follow-up exercises (writing letters, memos or case summaries, expanding notes taken during the session, interpreting graphs or charts, inventing dialogues and role plays, etc.) help to cement the learning while contributing to the student's study of the case.

Although case studies are usually business-oriented, a growing number of instructors are using the case study method with non-business situations. Indeed, many ethical dilemmas lend themselves quite nicely to role play simulation and discussion, the basic foundation of the case study method.

The major source for case studies in the U.S. is the Intercollegiate Case Clearing House, Soldiers Field, Boston, MA 02163 (non-ESL cases). In 1984 Prentice-Hall will publish *Case Studies in International Management*, an advanced E.S.L. text by Christopher Sawyer-Lauçanno.

Mr. Sawyer-Lauçanno teaches at M.I.T.

Call for Participation MATSOL 1984 Spring Conference April 6-7 Bunker Hill Community College

The Massachusetts Association of Teachers of English to Speakers of Other Languages invites proposals from individuals wishing to present papers or conduct workshops at the MATSOL Spring Conference, April 6-7, 1984.

Procedures for Papers and Workshops: By February 1, 1984, send your proposal to:

Jacklyn Clayton
Hillside School
Glen Gary Road
Needham MA 02192
444-3299

The proposal must include:

- I. One typewritten page containing an abstract of your presentation
- 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. Number of hours required, (one or two).
 4. Your preference for the date.
 5. A list of all equipment 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 declared open unless otherwise specified.)
 8. Any special room arrangement you may require.

Rap Sessions

As a part of the Spring Conference, the Executive Board will schedule Rap Sessions for the major interest groups. At them, members from the various constituencies will have the opportunity to meet as groups and discuss shared problems.



On Transitions

by Donna Lee Kennedy

I never chose teaching as a career. Raised by two schoolteachers, my mother and a maiden aunt, I grew up swearing I would never teach.

In college, I was slated by a battery of sex-biased aptitude tests to be an elementary school teacher or a stenographer. I rejected the local teachers' college and persisted with liberal arts at a large university.

A month after graduation, I accepted my fate: my department chairman offered me a teaching assistantship for the summer. My teaching career was launched on a group of nervous college freshmen.

Thirteen years later, it was very clear. I loved teaching: I liked the students, the creativity of lesson planning, the sense of empowering and facilitating, and the control I had of my time.

I had had a rewarding experience in private school and university level teaching both in the U.S. and overseas, but I had burned out from the strain and insecurity of working for low pay without contracts or benefits. I decided to make a career transition.

The American Heritage Dictionary defines a transition as a change. In music terms, it is a modulation or passage leading from one section of a piece to another. Those of us who have made a transition have modulated our skills in a sense, slipped into a new key, and have picked up or slowed down the tempo. My own career transition of three years led me from the academic to the corporate sector.

With the help of a colleague who was also in transition, I identified the skills I had acquired through teaching: writing, editing, needs assessment, testing, counseling, and public speaking. Through contacts and referrals, I marketed myself as an educational consultant in student affairs and eventually became a student affairs advisor at an international management education institute, a subsidiary of a large consulting firm.

The period of time I spent consulting allowed me to weigh the advantages and disadvantages of working in a corporate environment. Time is the biggest tradeoff. It is difficult to give up free afternoons or mornings and long vacations.

With good time management skills and planning, you can adjust to the corporate nine to five routine and retain control. However, I still experience days when I feel that life would be much easier if I had a live-in accountant, valet and housekeeper.

Having made an adjustment, I find the rhythm of each day steady and less fatiguing than the highs and lows of preparing for and

teaching a class. A good corporate environment can foster individual growth and development by giving its employees autonomy.

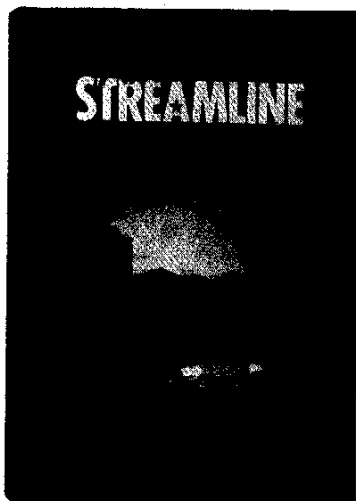
I have had the freedom to be creative and to experiment with new ideas in organizing programs, initiating projects and writing participant handbooks and alumni newsletters.

A consulting firm's client-centered approach to management is intrinsically dynamic. New clients arrive every day from all over the world. As a functional manager, I work with many of them on housing, orientation, medical care and adjustment to life in Boston.

I have learned new skills and expanded old ones by working with a variety of people in different roles: editors, public relations representatives, business people, educators. And in addition to administrative work, I'm teaching an English Language Workshop three hours per week, just enough to give me a source of creative expression.

The Editors would like to hear about others who have made transitions within the ESL field. Please send your ideas for the Winter issue to M. Christie, 25-1/2 Gr., Cambridge, MA, before Jan. 20.

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The Intensive Method

(Continued from page 1)

researching and developing a method which would incorporate the positive psychological and intensive qualities of the Lozanov Method and the structural grammatical information of cognitive code methods. This compromise approach was dubbed the Intensive Method.

The Intensive Method maintains and reinforces three basic tenets of Lozanov's earlier suggestopaedic method: 1) methods of stimulation and activation of the material, 2) use of ritual, and 3) organization of a micro-climate in the group. Radical departures from the Lozanov Method which are essential to the structure of the Intensive Method are 1) an assumed basic familiarity with the target language from the point of view of grammar, and 2) grammatical/syntactic/phonetic reinforcements throughout the course.

The primary goals of the current Intensive Method are to develop active conversational skills in the target language within a realm of selected thematic and to quickly and effectively develop the learner's broader skills of speaking and listening.


The Intensive Method incorporates a highly-structured 7 day (12-hour) 24-day course for the presentation and activation of specially prepared educational themes which systematically cover grammatical, syntactic and phonetic material as well as socio-cultural information about the area in which the target language is spoken. The treatment of this material moves through

an alternating holistic/analytic framework, allowing for initially passive, then increasingly active student participation in the classroom to the extent that, at the end of any 3-day cycle, the student is able to depart entirely from the confines of the textual material in free-production exercises.

Such materials have been in use in the Soviet bloc for the past five years. The results thus far have been promising, if not excellent, even in comparison to Lozanov's own impressive results in 1971. By beginning with students who already have a grammatical foundation in the target language, the Intensive Method acts to build and reinforce rather than merely imply inherent grammatical structure. Hence, students of the Intensive Method enjoy the positive results of earlier suggestopaedic methods without the associated problems of language retention.

While inherently problematic areas in the Intensive Method exist — such as necessarily extensive teacher training and need for an advanced technological base to allow for special audio/visual support during each session — it incorporates effective and efficient practical applications of suggestopaedic principles in a program for quickly developing spoken skills in a foreign language and thus provides a viable alternative to longer conversation-oriented courses.

Tom Garza is a PhD candidate and Teaching Fellow in Slavic Languages and Literature at Harvard. He has worked as a Teaching Fellow in Harvard's Summer English program. Mr. Garza spent the 1982-83 academic year in Moscow at the Pushkin Russian Language Institute.



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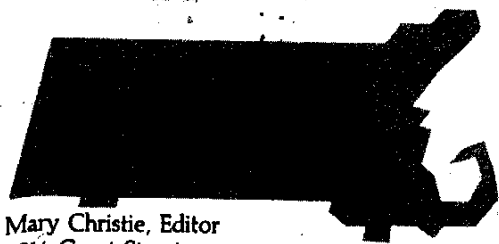
Hyatt Regency Houston Houston, Texas March 1-5, 1984

In a region that has become a meeting place of diverse cultures, the rest of the South and the rest of the world has a keen interest in the development of second language education. More recently, in the past twenty years — as Houston has developed into a center of space and global communication, its multi-ethnic, multi-lingual community has also expanded, and Houston has become an exciting center for ESL and Bilingual Education at all levels of instruction.

This setting provides an excellent background for a convention program which will include plenary sessions by internationally known speakers, papers, workshops and colloquia by TESOL teachers and their colleagues in related disciplines, educational visits, material exhibits and social events.

<p>PENNY CARSON Alemany Community College Center San Francisco Program Chair</p>	<p>ELLIOT JUDD University of Illinois Chicago Associate Chair</p>
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Non-TESOL members may obtain detailed information by writing to:
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