



Steve Molinsky is an Associate Professor in the School of Education at Boston University. For the past eleven years he has served as Director of the Graduate Program in Teaching English to Speakers of Other Languages and the Undergraduate Program in Modern Foreign Language Education.

Bill Bliss is a Language Education Consultant in Washington, D.C. and an associate at the Center for Applied Linguistics. He has worked as an ESL program director in the Southeast Asian refugee camps, and served for several years as a teacher and administrator in the Boston area.

Spotlight on Authors: An Interview with Steve Molinsky and Bill Bliss

by Mark Stepner

Side by Side is known to ESL/EFL teachers the world over. Now Steve Molinsky and Bill Bliss have a new textbook series entitled *ExpressWays: English for Communication* (Prentice-Hall, 1986). I interviewed them during one of their intensive working visits together, at Steve's home.

MS: You've co-authored quite a few books together already. How long have you been working together as a writing team?

SM: Since the fall of 1975.

MS: What motivated you to write a new series in an area where there were already a lot of textbooks available. . . to write *Side by Side*?

BB: *Side by Side* — basically, the core books — began not as a basal series but as simply a foundation in oral proficiency development that would have a grammar focus at the same time. Then what happened was, as people began to use them and they asked for ancillary materials to intertwine the other reading and writing skill areas and pronunciation practice, to weave that into the core conversation practice, we and the publishers felt it would be worthwhile to

develop other materials around it—the workbooks and so forth. So its evolution was as a conversational core text that blossomed, over time, into a full program.

SM: It seems to have found a home in college, adult, high school, and overseas programs. Much to our delight, we've also found that it's been used to teach sign language.

MS: To what do you attribute its popularity?

SM: Probably the fact that teachers have a lot of freedom and flexibility in using it. I think students seem to enjoy the upbeat look of the text.

BB: The illustrator for *Side by Side* works as a political cartoonist and caricaturist. We were really thinking in terms of the adult student who wants a sophisticated and light touch to illustration.

MS: How does *ExpressWays* differ from the other books that you've worked on so far?

SM: Well, the basic difference is the curriculum organization. We began with the third level and worked backwards. . . We researched most of the material that had been written — both theoretical material and classroom material — on the functional approach, looking very carefully at the Council of Europe Report on the Threshold Level functional analysis. And we attempt-

ed to tie together the grammar structures that seemed to work appropriately with the functions that we were trying to teach. . . at an intermediate or high-intermediate level. . . organized basically according to the functions. The guided conversation approach is the same one as *Side by Side*.

BB: But a key difference at the second and third levels of *ExpressWays* is that we have something that we call the "function boxes" which provide students with alternative ways of saying key expressions in each of the dialogs. Our feeling is that at that level of study, students should be able to certainly comprehend various ways in which people might ask them for information, invite them to something. . . and we also want to give them as much practice as they would like to have expressing those various ways.

SM: But at the same time we give students focused grammatical practice with specific structures.

BB: We felt that perhaps we should vary the organizing principle for the lower levels slightly and actually organize the chapters by the situations in which students will use the language. Therefore, while at Level 3 the chapters are based on apologizing, requesting, expressing regret, and so forth, and we weave in the situations and the grammar, at the beginning levels of the program, Levels 1 and 2, the chapters are organized by the situations.

SM: We organize the books topically.

BB: Housing, shopping, things like that. And on a lesson-per-lesson basis we have woven into that topically organized program the functions and the grammar.

SM: We have attempted to weave all three together into what we have called "a tri-dimensional clustering" of function, form, and content.

SM: It's been very interesting for us to look at how one might organize a curriculum from a different perspective. So that's how we wrote Book 1 and 2 of the series — by attempting to weave together all of these strands.

BB: Our feeling is that to educate the total student, you can do it organized functionally, but you have to pay attention to the topics that the student needs to apply those functions to, and the student needs to do it grammatically. So really, *ExpressWays* is an attempt not to come up with still another school as much as to take each of these strands that are offered to us by

(Continued on page 4)

**MASSACHUSETTS
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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:

Carol Pineiro
CELOP/B.U.
730 Commonwealth Ave.
Boston, MA 02215

Articles should be typed and double-spaced. Please include bio-data.
Next deadline: July 1, 1986.

**NOTES FROM THE
PRESIDENT**

Mary Finocchiaro the First Lady of ESL was there. And presiding over the Affiliate Workshop at the Anaheim Convention was Joan Morley, First Vice President of TESOL, now President for the 1986-87 term. In our transitory profession where teaching faculties tend to change considerably in a short period of time, Mary Finocchiaro and Joan Morley are still, after twenty-five years, creative, dynamic women who remain committed to the sharing of expertise and professional development that conferences and conventions are all about.

Here in Massachusetts, we can be proud of our own members who have shared their own special talents both nationally and locally. In Anaheim, twenty MATSOLers presented papers and workshops over the five-day convention on such diverse topics as cross-cultural communication, teacher training, audio-video innovations, the writing process, creative dramatics for children, computer-assisted instruction and many more. (On a much smaller scale the same was true for the two-day Spring Conference held at Northeastern in April). As I went from room to room at the Hilton, I was impressed with the general level of quality and professionalism of the presentations. I was, and will always be, overwhelmed at the number

**MATSOL WELCOMES
NEW BOARD MEMBERS**

VICE PRESIDENT: Mary Christie. Mary is the Director of the English as a Second Language Program at Pine Manor College in Chestnut Hill. She has served on the MATSOL Board for the past four years, as Associate Editor and then Editor of the MATSOL Newsletter, and for the past two years as the Treasurer. She will become MATSOL President for the 1987-88 term.

TREASURER: Rachel Goodman. Rachel is a full-time teacher at the Center for English Language and Orientation Programs (CELOP) at Boston University, where she has been since 1980. She also taught at the International Institute in Boston. During the summer of 1984, Rachel taught EFL at the School for Overseas Students at Hebrew University.

HIGHER EDUCATION REPRESENTATIVE: Sandra Fotinos. Sandra is a Professor of English/ESL at Northern Essex Community College in Haverhill. She has taught EFL in Koblenz, West Germany, and in Athens, Greece and has taught at Northern Essex since 1966. She has coauthored two textbooks, A

of simultaneous presentations. Especially after having had to organize a program at the local level, I can certainly appreciate the weeks and months that are devoted to putting a convention together. It seems, with the considerable talent that we have here in Massachusetts, that perhaps it shouldn't be limited to an audience at a conference. Certainly there are school systems that could benefit from an in-service workshop given by one of our MATSOL people. If you are interested in the idea of a language outreach program, we would appreciate hearing from you.

If conferences are times to teach and to learn they are also times to pause and reflect, to re-evaluate and re-charge. They are times to meet old friends and try new restaurants! They are also times for the membership to express concerns and needs. If there are any specific concerns you have about any area of the profession or if there is information we should be aware of, please contact one of the board members.

As MATSOL enters its fifteenth year with over 600 members and TESOL its twenty-first year with over 10,000 members, we welcome you to join us in celebrating our diverse interests and very special people—locally, nationally, and internationally.

Judy DeFilippo

MATSOL Videotapes Available

1. Videotapes of Plenaries
David Eskey
John Rassias
2. Videotape of Panel Discussion
on Permanent Residents
Call Judy DeFilippo at 749-2905.

Conversation Book: English in Everyday Life, Books 1 and 2, and A Writing Book: English in Everyday Life. She has served as chairperson of MECCA (Massachusetts ESL Community College Association) and on the Massachusetts Board of Regents ESL Taskforce.

GENERAL REPRESENTATIVE: Charlotte Seeley. Charlotte is an ESL teacher at Newton North High School and consultant to other school systems regarding workable ESL support programs for schools with small numbers of non-English speaking students. She has conducted training sessions for mainstream teachers of ESL children and presented workshops on writing and on content-area teaching strategies at annual ESL conferences.

MATSOL is pleased to welcome Mary, Rachel, Sandra, and Charlotte "aboard".



Alamo Bay

by Wendy Schoener

As the fourth in a series on Boston's Asian community concerns, the film *Alamo Bay* was recently shown at UMass-Boston. Even on a rainy Thursday afternoon – a relatively quiet hour on campus – an audience composed of students from the ESL program, American students, and faculty filled a large video screening room.

Alamo Bay is based on actual events that occurred in the Gulf area of Texas between 1979 and 1981. It tells the story of a small Vietnamese community living in a Texan coastal town, Fort Alamo. As some of the Vietnamese begin fishing in the bay, the hostile reaction of white fishermen – and the white community at large – escalates from insults and harassment to violence. The film's stark portrayal of racism and of the moving courage of those who combated it was compelling source of discussion; a wide range of post-film reactions were voiced by both the panel and the audience. The panel members, four Vietnamese students and moderator Peter Kiang of the Asian-American Resource Workshop, led an absorbing, thoughtful discussion on the film and the relevance of its message to Asians in Boston.

Panel Member Hien Tran described racism as a systemic problem in which socio-economic conditions victimize both newcomers and the American-born and fuel divisive attitudes. Duong Nguyen spoke of the jealousy that Americans sometimes express toward the high motivation and survival skills of recent immigrants.

Nham Vu spoke of the refugee's strong desire to "be nice" even in unpleasant encounters with Americans. He explained the refugees' feelings of helplessness in terms of physical size, adjustment to a new language and culture, and a sense that perhaps they can never really belong. Speaking for newcomers who came in search of equality, but found discrimination instead, he said, "We cannot even ask what equality is."

Hang Duong, a young Vietnamese woman who recently passed her citizenship test, related incidents from her years in high school, when American students would taunt her and her brother on the bus each day. She told of the perspective she

had gained after entering a university and meeting a group of very different, more open-minded Americans. Addressing the issue of jealousy among some Americans, Hang noted, "I think that Vietnamese students do well in school, not because they're any smarter than American students, but because of their motivation which gives them strength."

More than one student on the panel addressed the cruel irony of the Vietnamese fishermen in the film coming to America and trying to fulfill the dream that they'd thought any American would understand: bettering one's economic situation through hard work.

An attentive audience offered ideas for furthering the involvement of the UMass community in addressing Asian issues. One member of the audience pointed out the need for more Asian students to become involved in groups challenging discrimination and racism in Boston. "If we stay in our houses because we're afraid, we will not have the freedom that we came here to get," she said, "and then the problem will never be solved."

Peter Kiang, in response to this statement, spoke of the great pressure on first-generation immigrants to survive in and adjust to a new culture, pressure which causes many to internalize feelings of helplessness. He pointed out that such conditions are not conducive to immediate involvement in community issues; however, he stressed that the study of the shared history of all Asian immigrants could contribute to refugees' sense of self in their new home, thus encouraging community activism. "Maybe your grandfathers didn't help build this country," he told Vietnamese students, "but Asians as a group have contributed to this country for over 100 years."

This film and discussion series has been promoted by the ESL Program and the East Asian Studies Department at UMass. The contributions of Vivian Zamel, Director of the ESL Center, and Kathleen Hartford of the East Asian Studies Department have meant not only excellent promotion and attendance for the film series, but the opportunity for vital discussion and a growing sense of community on campus.

Wendy Schoener is an instructor of ESL at UMass-Boston and Bunker Hill Community College.

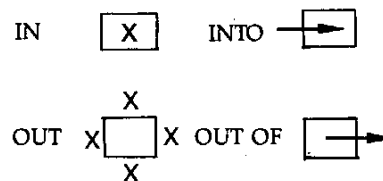
A REMINDER: TESOL 1987

Call for participation – proposals due July 15, 1986
 TESOL 1987 will be in Miami, Florida
 Wednesday, 4/22 to Friday, 4/25

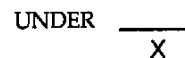


Preposition Propositions II

In the last issue, I briefly sketched how the field of prepositions could be represented by a series of physical relations and metaphoric extensions of these physical relations. For example, using this system we can make explicit distinctions between related prepositions such as



Further, by metaphORIZING a base meaning such as:



we can semantically account for such expressions as underage, undergo surgery, under hypnosis, understudy, soft underbelly, etc. (For more on the metaphors underlying English, see *The Metaphors We Live By*, Lakoff and Johnson).

This system of representing prepositions by visual images and predicated metaphors, though, has several gaping holes in it. The grandest and most conspicuous of these is the preposition "of". Used almost twice as much as any other preposition in English, "of", so far as I can tell, has nothing physical or visual about it. In a sense, "of" is the all-purpose preposition: it has so many meanings that it almost means nothing. Even in Old English, before it took on half the job of the genitive (shared in Modern English with "s'"), "of" had at least eleven distinguishable uses. Semantically, it seems like a space-filler—the preposition to use when no other preposition will do.

The unruliness of "of", though, doesn't suggest to me that prepositions don't play fairly at the Semantics game. Rather, it suggests that they play the Syntax game as well. It is obvious that "by", as well as being a regular, old, garden-variety preposition, similar in meaning to "near", is a syntactic marker for the passive voice. Also, "for" seems to have a role in infinitive embeddings as evidenced by the archaic: The better for to see you, my dear.

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theoreticians and educators and try to integrate them in such a way that the strength of each of those schools of thought gets integrated into the program. That's why we call it tri-dimensional clustering.

SM: We wrote the intermediate-level – Book 2 – and then decided that Level 1 should include the same scope as Level 2. In other words, it would cover basically the same topics – the curriculum would be the same, but the intensity, the grammar range obviously would have to be appropriate for the beginning level. But the topics would be the same, so in fact, the same curriculum appears in Level 1 as Level 2. Most of the same topics are covered. It's spiraled in that sense.

BB: Our premise is that a beginning-level student needs to have an initial ability to deal with all aspects of the use of language.

SM: So we deal with all the functions at the beginning level, the same ones that are dealt with in the second book, and all the topics. Students might have several ways of apologizing in Level 2 but maybe only 1 or 2 ways in Level 1. But the fact is that the student learns how to apologize.

SM: The context is rich. The language is obviously not. It's geared more toward the beginning-level learner.

MS: This has applications to vocational ESL?

BB: Close to 25% of the book is actually in the job setting at the first and second levels, and it's not vocationally specific. It's more the generalized language practice that anybody would need in order to start a job, be trained for that job. . . the pre-vocational skills that are generic to any workplace. . . Our attempt in *Side by Side* was to grammatically organize a communicative curriculum, and *ExpressWays* basically tries to topically and functionally organize a communicative curriculum. What we attempted to do was to provide the American-located ESL student with sufficient information and language to be able to cope in the settings that they find themselves in, and at the same time, to provide the foreign student who doesn't have the luxury of being in the English environment with similar information about the United States. . . how Americans live, how they work, things like that.

MS: Are there any pointers you would give teachers who are using the books or are going to?

BB: In general, our hope is that the books can be adapted to the teacher rather than the teacher feeling as though he or she has to adapt to the book. Our feeling is that what we try to do is offer teachers a

HAITIAN SUMMER INSTITUTE AND CONFERENCE

Haitian Creole Summer Institute – This is a three-week intensive Creole language program for non-native speakers. The three weeks of instruction will consist of intensive daily classes and lab practice for at least six hours daily. The Institute is located in a Haitian neighborhood in Boston. To encourage real-life language practice and develop cultural awareness, there will be opportunities to mingle with the Haitian community at St. Matthew's, at their Sunday liturgy, in restaurants, places of business, and Haitian cultural and service organizations in the area.

Dates: June 30 – July 18

Time: 9:00 am – 3:30 am, Monday – Friday

Place: Ke Kontre Community at St. Matthew's Parish, Dorchester

Tuition: \$300 for three weeks. This includes attendance at the Haitian Conference weekend, July 11 and 12. Some partial scholarships are available.

Haitian Conference – "Understanding the Haitian Community Today: Its Struggle for Identity"

Keynote Speaker: Reverend Georges Mathelier, Priest and Anthropologist from Haiti. Panel: Representation of Haitian service organizations in the Boston area. Workshop topics include: Immigration, Language, Culture, Education, History, and Family.

Date: July 11 and 12

Registration: Pre-registration by mail, \$15; at the door \$18, 7:00 pm, Friday, July 11.

Place: Ke Kontre Community at St. Matthew's Parish, Dorchester

For more information, application, or registration forms, contact:

Ke Kontre Community
St. Matthew's Parish
45 Stanton Street
Dorchester, MA 02124
(617) 436-2625

resource that they can apply to their own perceptions of what their students need, where they see their strengths as teachers, and what their preferences are for the role that a textbook should play in the classroom – as a supplement, or as a core, or as something that's more of a teacher reference.

SM: We've also attempted to include rich-enough contexts for the book to then become a springboard for students to take off and hopefully to be able to talk using their own experiences, including humor, which we hope will again stimulate laughter and discussion. We have certainly built this into the design of the texts.

BB: Perhaps one caveat that we try to impress upon people using the books is the fact that our goal is not for students to be using the book, *per se*, or to be buried in it. Our goal is for the book to become the vehicle by which they can spring out of it and engage in real communication with each other, with the teacher, and with the outside world.

MS: Could you describe your working style when you put together a textbook?

SM: Side by side.

BB: Side by side and face to face. If Steve and I are not together, we're not writing.

SM: That's right.

BB: A few months of work will go into laying out the total curriculum for the textbook before we ever put a pencil to paper.

SM: And once we start, we have a very clear sense of organization in terms of what's going into every page of every chapter.

MS: Have you considered using some of the other technologies like computers as part of this project or future projects?

BB: One thing that is very exciting – but the technology is, at least, to date, too expensive for most programs – is interactive video. But in terms of where one puts one's energy, up until this point we've felt that our contributions should go into the most cost-effective educational innovations possible, which is to put a cheap book into the hands of teachers and students. People, on occasion, say that they would be interested in doing a software adaptation of our materials, and we welcome that, but it isn't where we've chosen to put our energies.

MS: What do you see as the future direction of textbook development in ESL, for example, in the area of grammar textbooks?

SM: The general-purpose language course. . .

BB: The magic elixir that will meet all needs. . .

SM: . . . seems to be a thing of the past. And now there's much more writing for specific audiences.

BB: Pre-vocational English, general English, but for job-specific purposes – for adults who are going into the entry-level

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workplace, for young adults who are in academic settings and are preparing for the TOEFL, and such like. We'll have more specialized courses for specialized needs. I think the students win out in the long run because of it.

MS: Do you have any future projects in the works?

SM: Well, we're now beginning to do some research into the language of high schools, and we would like to do a program for grades 9-12, using this tri-dimensional syllabus design, blending the topics that would be appropriate for high school students, along with the functions and the grammar.

BB: A follow-up on that, we would hope, would be students in grades 5-8.

SM: It's very exciting for us.

MS: It sounds as if the adaptability of the books has accounted for their widespread use throughout the world.

BB: We've tried to help teachers realize the goals that they have for their students, based on what they see their students' needs as, and if, in the process of doing that, we do it in a way that's humorous and light-hearted and makes it easier for a student who's dealing with the difficult situation of learning the language to increase their chances to laugh and to have a little bit of fun with the language they're learning, then I think that's pretty much the contribution that we try and make.

SM: I certainly agree with Bill in terms of hopefully that kind of effect of our books.

Mark Stegner is the Director of Curriculum at the American Language Academy, Babson College.



MATSOL, MABE, MaFLA and the Massachusetts State Department of Education announce an ESL/Bilingual/Foreign Language Symposium, "Careers for the Future: The Changing Languages of Work," to be held at Southeastern Massachusetts University on June 13-14. Participation will be by invitation only, with all costs for registration, meals and overnight lodging covered. A limited number of spaces are available for MATSOL members. If you are interested in attending, please call Suzanne Irujo at (617) 275-0489.

A SALUTE TO BOSTON'S MOST RECENT AUTHORS !

1. Barbara Swartz is co-author of *This Is a Recording*, an intermediate level listening text, with tape, from Prentice-Hall. Barbara teaches at the English Language Center at Northeastern University. Her co-author is the late Rick Smith who taught in Wellesley and at Harvard.

2. Steven Molinsky and Bill Bliss have come out with *ExpressWays*, a functional English conversation three-book series from Prentice-Hall. Steve is Director of TESOL at Boston University and past president of MATSOL and Bill is with the Center for Applied Linguistics in Washington, D.C. Of course everyone knows about their very successful series *Side by Side*.

3. Beatrice Mikulecky is co-author of *Reading Power*, a low level reading text from Addison-Wesley. Bea teaches at Boston University and at the Harvard Summer School. Her co-author is Linda Jeffries.

4. Ann Hilferty is co-author of *TESOL: Techniques and Procedures*, a resource text for teachers published by Newbury House. Her co-authors are J. Donald Bowen and Harold Madsen. Ann is currently pursuing an Ph.D. at Harvard. She was elected to the first MATSOL board in 1971.

5. Paul Abraham and Daphne Mackey have published their second text. This one, entitled *Get Ready*, is a low-level listening text with tapes from Prentice-Hall. Their first text, a low level reader, *Contact, USA*, was published in 1982. Paul is past president of MATSOL and directs the English Language Institute at Bradford College. Daphne taught at CELOP for 8 years before moving to Seattle in January.

6. Virginia Vogel Zanger is the author of *Face to Face with Americans*, an intermediate level cross cultural workbook for high school and higher ed programs. Newbury House is the publisher. Virginia teaches at Boston University and is the author of *Exploracion Intercultural*. She has given many presentations at MATSOL conferences.

7. Kathy Irving is the author of *Communicating in Context*, an intercultural communicative skills text for intermediate/advanced students in higher ed programs. Her book is published by Prentice-Hall. Kathy teaches at MIT and has given many presentations on cross-cultural issues at TESOL and at MATSOL.

Because of the growing number of ESL authors in the profession, TESOL formed a new special interest group of AUTHORS at the convention in Anaheim in March. To respond to this new group, MATSOL will be offering roundtable discussions at future conferences. At the Spring Conference at Northeastern the discussion topic *So You Want to Be an Author* included three publishers with several local authors present.

TESOL Insurance

There is one TESOL service to affiliates that has not been publicized much lately: TESOL insurance is offered to affiliate members. If you would like to learn about the four types of insurance coverage (life, hospital, major medical/catastrophic, and disability), write to the following address for information:

Mr. Kenneth Lock
Albert H. Wholers and Company
EPA Group Insurance Plans
1500 Higgins Road
Park Ridge, Illinois 60068

FOREIGN AND AMERICAN YOUTH DISCUSS ARMS RACE ON PBS

Up in Arms, a live interactive satellite broadcast featuring four foreign exchange students, will be presented in early May. The students - from Japan, South Africa, France and Sweden - will discuss the arms race with their American counterparts. They will see that where they live determines how they view the world. *Up in Arms* is a presentation of AFS, a leading international student exchange organization.

The hour-long program will be carried live by PBS via the WestStar IV satellite on Friday, May 9 at 1:30 PM EDT.* The one-way video, two-way audio format will allow the AFS exchange students and American students in four locations to actively exchange views on the arms race from a multinational perspective.

Up in Arms will originate from public television station WITF in Harrisburg, PA where the AFS students will be located. American student at the following four sites will participate during the first forty minutes:

1) Learn/Alaska Instructional Television, 2) San Diego County Schools Instructional Television, 3) WHRO, Hampton Roads, Virginia Ed-Tech Center, and 4) Wisconsin Public Television Network.

The remaining twenty minutes will be open to audience participation. Students across the country may call in questions to the Harrisburg studio. A toll-free number for call-ins will appear on the screen during the broadcast.

Marilyn Rasmussen, telecommunications specialist, is the producer and moderator of *Up in Arms*.

(Many public television stations and educational networks will present "UP IN ARMS" live and/or broadcast it at a later date. Contact your local station and educational networks for exact time and date.)

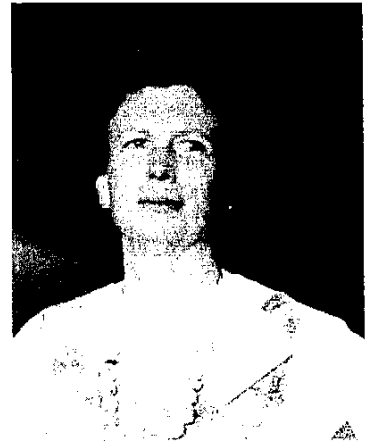
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MATSOL

Summer Conference for Language Teachers

The School for International Training is sponsoring a Summer Conference for Language Teachers on Friday and Saturday, June 20 and 21 at their Brattleboro campus in Vermont. Dr. Caleb Gattegno, who developed the Silent Way, will be the keynote speaker. The focus of the conference is on the practical aspects of teaching, and teachers of English, as well as other languages, are invited to attend. Participants are encouraged to submit proposals for presentations. On-campus accommodations are available for \$17 a night including meals. Registration fees are \$10 for one day and \$20 for two days (\$2 more after May 26). For further information, write or call:

Lise Sparrow, Summer Conference for Language Teachers
MAT Program, School for International Training
Brattleboro, Vermont 05301
(802) 257-7751



1986 TESOL SUMMER INSTITUTE A RAINBOW OF PERSPECTIVES IN TESOL

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For more information write:
Pamela Pine, Assistant Director,
1986 TESOL Summer Institute,
Department of ESL, University of
Hawaii at Manoa, 1890 East-West
Road, Honolulu, Hawaii 96822 USA

**TESOL—Teachers of English to
Speakers of Other Languages**



ESL "DOWN UNDER"

By Ruth Tofler-Riesel

When I tell colleagues that I taught ESL in Australia, the most common reaction is one of surprise that Australia is sufficiently multicultural to warrant ESL teaching. In fact, immigration has been essential to Australia's development since the earliest days of European settlement. I would like to trace the background of ESL in Australia and describe its current organization.

About 4 million immigrants from more than 120 countries have settled in Australia since World War II. Immigration is currently about 84,000 per year and the intake for 1987 has been raised to 95,000, both sizeable figures when one considers Australia's population to be approximately 18 million—less than one tenth that of the USA. While World War II brought a large number of refugees, the next sizeable wave of immigration was in the 1960's and included thousands of Southern European laborers needed for construction work. While their initial intentions may have been to stay long enough to earn a decent amount of money to take home with them, the earnings and lifestyle were so good that many prolonged their stay and instead, regularly sent a portion of their earnings back home to their extended family. Although the language and customs of Australia were foreign to them, there were a number of reasons why English classes were not on their agenda: firstly, they considered themselves only temporary residents; secondly, they worked long hours; thirdly, they were able to communicate with a large sector of fellow workers in their native tongue, which did not encourage the learning of English. Years later it became evident to factory managers and the government that these 'temporary' workers were indeed a permanent and sizable force amongst blue collar workers and ESP programs were developed. In following years new immigrants have also profited greatly from ESP programs.

From the 1970's to the present day, Indo-Chinese and Lebanese refugees have entered in steady numbers. While I've found in general a similar cross-section of immigrants in American and Australian ESL classes, there appear to be more Latin American immigrants in the USA, probably due to the geographic proximity.

Classroom facilities vary, depending on where one is teaching. Major AMES centers are well equipped with VCR's, video cameras, cassette recorders, a variety of projection devices, and multiple copies of textbooks. On the other hand, when teaching on location in industry, although some industrial plants may offer the use of a boardroom and accompanying facilities, others may provide no more than a disused railway carriage for a classroom. In the latter case, a teacher needs to be both resourceful and good humored!

Class sizes in all programs vary — some classes have as few as 6 pupils, others have up to 30. This is certainly far from an optimum number, yet funding (or rather lack of it) may at times necessitate large classes.

The Materials Development Branch of AMES is constantly active disseminating new materials developed by AMES teachers, and organizing workshops and seminars throughout the country. Teaching methodology varies from one teacher to the next, but I could generalise and for the most part be correct by calling it an 'eclectic methodology'. As Needs-Based Programming is emphasized, this approach is the most feasible.

I have taught in most of AMES' programs in various centers over the years and what I have enjoyed most is the relaxed yet professional manner in which all the programs are run, which is in turn often reflected in the teacher-pupil relationship. Additionally, the opportunities to become involved in and develop programs of an experimental nature provide a tremendous challenge.

ESL for adults is offered primarily through government institutions in Australia. A number of private ESL schools do exist, but in a country where all higher education is both government-funded and free, there is less demand for private institutions.

The largest organization for ESL teaching is AMES, Adult Migrant Education Service (the terms 'migrant' and 'immigrant' are used synonymously in Australia), which is a branch of the Federal Department of Immigration. Other major centers are to be found at the Universities and Technical Colleges (all government-funded). AMES provides full-time and part-time classes, day or evening, as well as specific programs for professionals, industrial workers, and special needs community-based programs. A number of AMES-run hostels exist where students live and learn when they first arrive in the country.

Please send articles for Foreign Correspondence to Jennifer Bixby, Addison-Wesley Publishers, Reading, MA 01867.



How Computers Change Teacher-Student Interaction in the Classroom

by Evelina Villa

The introduction of computers in traditional teaching and learning environments helps to modify the direction of teacher-student interaction in the classroom. Elementary school teachers and principals of four private schools in Buenos Aires, Argentina, attended a forty-two hour workshop on *Introduction of Computers in Education* in 1984 and 1985. The aims of the course were the following:

- to learn the LOGO programming language
- to work in self-coordinated groups of three or four per computer
- to explore the possibilities of introducing computers in the classroom
- to be aware of new teaching methodologies
- to get a mental model of the computer
- to know about the integration of the new technologies in our society.

Methodology

The aims of the course, contents and bibliography were handed to the teachers and were read and discussed in the first lesson. Several Logo exercises were completed in each class. In the beginning, the coordinator handed out a worksheet with exercises that the teachers had to complete. They were graded from very simple to more difficult ones. They were all designs that the students had to figure out the way to program, in order to achieve the same result.

Revision, introduction to new concepts, exercises, evaluation, feedback, and sharing of information were the main points of the course. The teachers had to read literature based on basic concepts in programming, LOGO and psycho-pedagogical background and comment on it in class. The teachers worked in groups of three or four per computer, following the coordinator's instructions. The groups were formed by choosing partners, mostly taking into account work style, difficulty or ease in understanding, personal characteristics, friendship, and teaching levels. A set of exercises was completed. Comments on problem solving, difficulties, and personal feelings were the topics discuss-

CALL FOR PAPERS COMPUTERS IN LANGUAGE RESEARCH AND LANGUAGE LEARNING

The Division of English as a Second Language, University of Illinois at Urbana-Champaign, and its Intensive English Institute are sponsoring a conference entitled, "Computers in Language Research and Language Learning," to be held October 25-26, 1986, at the University of Illinois.

Keynote addresses are as follows:

Building a Relational Lexicon to Support Natural Language Processing Applications
Martha Evans

Computer Science Department
Illinois Institute of Technology

Current Trends in Computer Based Second Language Instruction
Robert Hart
Language Learning Laboratory
University of Illinois

The Discovery of Matched Neural Mechanisms for Speech Perception
Philip Lieberman
Department of Linguistics
Brown University

Four Decades with the Computer
Winfred Lehmann
Departments of Linguistics and Germanic Languages
University of Texas

The Uses of the PC in the Humanities
James Marchand
Department of Germanic Languages and Literatures
University of Illinois

Papers of direct relevance to computer applications in any one of the following areas are requested for presentation: (1) language learning and teaching, (2) stylistics, (3) lexicography, (4) second-language acquisition research; (5) speech perception and production; (6) translation. Please submit an abstract of no more than 300 words by May 15, 1986. Include title of paper and your name, affiliation, and address. Also indicate which interest area your paper represents and any equipment you may need. Presentations should be no more than 45 minutes long. Some papers may be selected for later publication.

Send abstracts to Lyle F. Bachman, University of Illinois, DESL, 3070 Foreign Languages Bldg., 707 S. Mathews Ave., Urbana, IL, 61801.

ORGANIZING COMMITTEE: Lyle F. Bachman; C. C. Cheng; Joan Jamieson; Braj Kachru; Molly Mack

ed in the entire group. The last fifteen minutes was devoted to feedback and sharing of strategies to complete the assignments on the worksheets. New primitives were introduced through examples to the entire group, they were mostly written on the board and followed by verbal explanation. The individual group's pace was taken into consideration.

After three or four lessons, teachers felt more comfortable with the machine and the commands, as well as with the methodology. As a result of this, they started to produce their own designs.

Some joint teacher-student activities were organized in the lab. Teachers and students visited a computer exhibition that enlarged their view and ideas about computers. They were provided with a guide and had questions to ask as well as observations to make. After the visit, the tour was discussed. For some of them, it was the first time they saw different types of computers.

Conclusions

Computers in the classroom led to inserting new teaching techniques, changing teaching and learning styles, and giving more freedom to students to perform self-coordinated activities such as exploring, designing projects, working in small and large groups, interacting more in class, and communicating between the group and the computer. Teaching style changed from an autocratic, teacher-centered class to a democratic and student-oriented one.

Evelina Villa has taught and trained teachers in ESL and LOGO in elementary schools in Argentina. She currently is a research assistant at the Educational Technology Center at the Harvard Graduate School of Education.

Please send CALL articles to Tom Garza, EFL Dept., Sever Hall, Harvard University, Cambridge, MA 02138.

Prepositions (Continued from page 3)

None of the prepositions, however, has as complex a syntactic function as "of". This springs partly from the fact that "of" has so many meanings and hence is used so frequently. Mostly, though, I believe it arises from "of" being syntactically linked with all those phenomena which govern the Horrid English Article. That is, "of" functions, in part, on that intransigent and nebulous boundary where sentence and discourse grammars meet. Consider these sentences:

- 1a. *Many of books are unreadable.
 - 1b. *Many of men are untenable.
 - 1c. *Much of money is in my pocket.
- Each of these is clearly ill-formed. However, consider the following:
- 2a. Many of the books on the table are mine.
 - 2b. Many of the men I saw were tall.
 - 2c. Much of the money is gone.
 - 2d. Much of the money that I earned, I spent.
 - 2e. Many of them are dull.

Why is the "of" correct in the second set of sentences but obviously wrong in the first? Clearly, the reason is not semantic but rather is related to the specificity or number of the things dominated by the "much" or "many". In 2e., a plural pronoun seems to require the "of". In the other correct sentences, though, the "of" and the definite article seem to need each other.

This connection between prepositions and the definite article exists elsewhere, as well. Prepositional phrases can function either adverbially or adjectivally. In the sentence: John hit the man in the head, "in the head" is clearly answering the question Where? and is functioning adverbially. In the sentence: John hit the man in the green hat, "in the green hat" answers the question Which man? and is adjectival. This multi-utility can give rise to ambiguities, though. Consider this sentence:

3a. I killed the man in my house.
This sentence, depending on context, could have two deep structures: (Fig. 1)

In deep structure 1, the sentence means, I killed the man in my house; I didn't kill him in my yard. In deep structure 2, the sentence means, I killed the man in my house, not the man in my car. Thus, the syntactic interpretation of a prepositional phrase can govern the semantic content of sentences.

This is because when prepositional phrases function as adjectives, they promote the specificity of the noun they modify; they almost behave like relative clauses. That is, sentence 3a., in its adjectival form is not much different from:

3b. I killed the man who was in my house.

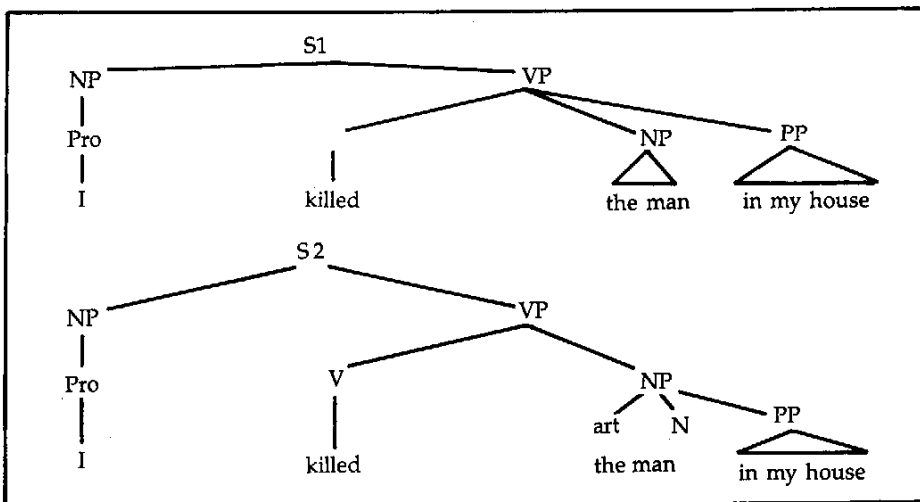


Fig. 1

And, the connection between prepositions and articles is made very clear by changing in sentence 3a.:

3c. I killed a man in my house.
In this sentence there is no ambiguity. "In my house" can only answer where? and does nothing to specify which man we are talking about. The preposition and the article are clearly interacting.

"Of" is a particularly strong player in this regard. I have found that in approximately 80% of the cases when a noun phrase of the form NP + of NP (e.g. the man of my dreams) occurs, the definite article is required in the first NP. Moreover, this seems to correlate quite well with the presence of "the" in relative clause constructions, (e.g. the woman I love).

Thus, the semantic slipperiness of "of" seems to arise in part from the role that prepositions play in marking deictic relations such as number, specificity, shared knowledge, and previous mention. "Of" is the most slippery of the Prepositions because it is the most syntactic of the prepositions.

Correspondence

Rob Grogan has written to note some wonderful fractured cliches: It takes two to *tangle* for it takes two to *tango*. It's *part and partial* of the same issue for *part and parcel*. You're making me the *escape goat* for the *scapegoat*. At this point *and time* for at this point *in time*.

He also notes the register mixing in this example of folksy bureaucratise: There ain't no way we'll have the appropriate documentation by Tuesday. An anonymous donor submits the following from a can of Lady Esquire Green Leather Cream:

This product is so prepared that it will retain the original smart appearance of your shoes.

Any tidbits, questions, or excoriations for this column should be sent to:

Gregg Singer
CELOP/ Boston University
730 Commonwealth Ave.
Boston, Mass. 02215

The New TOEFL Writing Test

Beginning in the 1986-87 testing year the TOEFL examination will include a direct writing test. This writing test, the Test of Written English, will be a required component of the TOEFL on three test dates - July 11 and November 15, 1986, and May 9, 1987. On these dates, the thirty-minute writing test will be given before the multiple-choice sections of TOEFL.

The test will provide an opportunity for the examinees to do the kind of writing required in many college courses. According to a survey of academic writing in 190 departments conducted for the TOEFL program by Bridgeman and Carlson (1983), the two academic writing tasks that faculty view as most authentic and valid are those in which the student (1) compares/contrasts two opposing points of view and defends a position in favor of one, or (2) describes and interprets a chart or a graph.

Teachers employed by institutions that currently require TOEFL scores may wish to advise appropriate admissions officials that it is now possible to obtain a direct measure of the productive writing skills of foreign applicants. Score users that prefer to have examinees take a test with essay to one that uses only multiple-choice items can require or recommend that students take the TOEFL test on the date when the writing test is given. A student who wishes the opportunity to demonstrate the ability to compose in English to her or his intended school could be advised to register early for the July, November, or May test date in order to ensure acceptance of the application to test on that date. Students might also be advised to contact their preferred institutions, before registering for a specific test date, to find out if the TOEFL writing test will be a requirement or a recommendation for admission.

Boston/Nicaragua: Literacy Connections

by Kimberly Gerould

Popular education, critical pedagogy, problem posing, conscientization. These are some of the terms that we are starting to hear and use in ESL and adult education circles. My first contact with these ideas was through the work of Paulo Freire, who has perhaps best articulated the notion that education is inherently a political activity. Through a Freire conference last summer, I heard about the work of the Participatory Research Group in Toronto who are learning from the experiences of popular adult education in Latin America, particularly in Nicaragua. I read about their experiences in adapting the ideas of popular education to ESL and community education in Canada. Now many of us in the Boston area are talking and experimenting in our own workplaces.

In December we had the good fortune to be visited by Eduardo Baez, the 32 year-old director of Nicaragua's Popular Adult Education Program. He spent the morning of December 7th at *Centro Presente* speaking in Spanish to a group of students and educators eager to learn more about their efforts in Nicaragua. In the afternoon, he spoke at UMass/Boston at a conference for adult educators. The tenor of the workshops was one of intense interest in both the Nicaraguan experience and its significance for our work here.

One of the most obvious differences between adult education and literacy efforts in Nicaragua and the U.S. is its national importance. Even in a country beleaguered by a costly war, adult education continues to be a priority of the revolution. It is seen as a safeguard to keep the revolution popular and democratic. People who think critically are empowered to participate and cannot be easily subjugated. It is *subversive* — precisely the reason that similar efforts to promote truly participatory education on a large scale in the U.S. would not be enthusiastically embraced by the existing system.

Resources for adult education are extremely limited, again due to the contra war and Nicaragua's legacy of poverty and underdevelopment. Yet it is this very shortage that helps maintain the popular, non-hierarchical nature of the program.

The first step of the adult education program was the massive literacy campaign during the revolution's first year, 1979, carried out on a volunteer basis. A majority of the approximately 20,000 teachers who have participated since 1980 haven't completed sixth grade; all work as volunteers. They may pick coffee during the day and teach four nights a week. A teacher may be teaching the third level while studying in the fifth level. This new kind of "popular

teacher" is challenging the old modes of teacher as all-powerful and knowledgeable. At first, traditional teachers couldn't accept peasants as teachers. Many still believe that this isn't "first class" education. A Popular Education certificate wasn't even recognized by the Ministry of Education in the beginning.

The program initially tried to emulate the traditional system's levels, curriculum, and centralized structures, but members of the Popular Education Collectives (CEPs), the community-level organizations, became dissatisfied, causing a major re-evaluation two years ago. Now there is more coherence between principles and action. "At the national level, we now provide more coordination and support, instead of directing everything," explained Eduardo. "There is more decentralization. The CEPs have more autonomy in determining curriculum and scheduling." The organizers realized that decision-making from the top often resulted in insensitive and inappropriate decisions, and it also squelched the desire to participate on the local level. They recognized the contradiction between supposedly fomenting "empowerment" and working within a centralized, hierarchical structure. Only with the possibility to build their own programs would people learn how to participate.

Decentralization enabled regional realities to be reflected in the materials and programs. For example, Managua is quite industrialized; other areas depend on coffee or corn or fishing; the areas along the borders live in constant fear of contra attacks; the Atlantic coast has very distinct cultures, both English-speaking and indigenous peoples. "The subjects of education need to be the students' own problems and interests". On the other hand, Eduardo pointed out the need to find a balance between the realities of different groups and the nation as a whole. "This must be negotiated between community organizations and the government."

Creative new materials, many collectively produced, are emerging — adult education magazines, *fotonovelas* (photostories with captioned dialogues), cartoons, an adult education radio program, a weekly page in the newspaper for the newly literate, and training pamphlets for teachers. Creators of these materials are learning much about the importance of popular language design and graphics. "We're crazy enough not to be afraid to try so many new things," says Eduardo, "and we're glad we're crazy!"

He reminded us that the process is even more important than the content. People are learning to learn, "so that every moment in their lives can be a learning moment." One of the major lessons of this process has been that people are actors in the building of their reality, not just pawns of history.

(Continued on page 12)

REFUGEE RESETTLEMENT PROGRAM

MATSOL has responded to the recent proposed rule changes to 45 CFR, Part 400 of the Refugee Resettlement Program which will be voted on on April 30th. Both Elsa Auerbach and Victoria Frothingham spoke to the MATSOL membership at the conference to explain that the proposed rule changes would

-restrict refugee access to daytime ESL and skills training programs

-require 20 hours per week of face-to-face job search

-reduce the term of eligibility for cash and medical assistance

-apply sanctions for non-compliance to an entire household rather than individual.

These proposed cutbacks, intended to produce short-term savings, will undermine potential refugee contributions to the national economy.

Letters have been sent to: Daniel Lam, Mass. Office of Refugee Resettlement, Philip Hawkes, and Christie Cohagen, Office of Refugee Resettlement, Washington, D.C.

Dear Ms. Cohagen:

The members of the Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL) find that the proposed rule changes to 45 CFR Part 400 concerning the Refugee Resettlement Program would be detrimental to the achievement of long-term economic self-sufficiency for refugees arriving in the U.S. The requirement of 20 hours per week of active job search together with the restriction that ESL and skills training classes not be conducted during potential job-search time would restrict the opportunity for refugees to improve their English proficiency and work-related skills before entering the job market, thereby condemning most of them to dead-end entry-level jobs with little or no job security. This would be especially hard for the many refugees whose educational background is limited, whose English language proficiency is low, and who do not qualify for exemption. Furthermore, restricting refugees' opportunities to improve their language ability and their job skills would widen the gap between the labor market and the job market, which offers a decreasing number of jobs for unskilled, undereducated workers.

We hope that the Office of Refugee Resettlement will give consideration to the need for refugees to be able to attend ESL and skills training programs without sanctions before entering the job market.

Sincerely,
The MATSOL Membership

Nicaragua (Continued from page 11)

When initially developing the adult education program, one of their basic questions was "What is knowledge?" They felt that the kind of knowledge they wanted to promote consisted of "the ability and possibility of people to understand the work in order to transform it," knowledge that was not the "property" of an elite group, but something that all people possess, based on their experiences. It makes sense that popular education is developing in Nicaragua, a country where hundreds of thousands made a conscious choice to transform their reality and change a system that had brutally repressed them. With so much pressure against the revolution from the United States and Nicaragua's deep economic problems, Eduardo believes that the revolution would have disappeared if it weren't for this growing critical consciousness. The task now, he says, may be even more difficult than the 1979 insurrection against Somoza. It is "to insurrect people against themselves, to insurrect their minds."

Kimberly Gerould was the ESL Coordinator of Centro Presente and is presently a teacher and counselor at the Community Learning Center, a Department of The Human Services Program, in Cambridge.

Note: A group of ESL and adult educators have been meeting to discuss the meaning of "critical pedagogy" in our own work. Contact Loren McGrail (628-0300) or Elsa Auerbach (W 929-8300 or H 436-0524) for information on meetings. For a list of resources from the Participatory Research group write: P.R.G., 229 College St., Suite 303, Toronto, Ontario, Canada, M5T 1R4.

Congratulations to...

Jennifer Bixby on the birth of her daughter.

* * *

Donna Duran on the birth of her daughter.

* * *

Jill Stover on the birth of her daughter. (Correction of last issue's error.)

* * *

Tom Angelo, Carl Cedargren, Emily Dexter, Anne Dow, Donald Freeman, Ashley Goldhor-Wilcock, Suzanne Irujo, Kathy Irving, Michael Jerald, John Kopec, Susan Maguire, Carla Meskill, Beatrice Mickulecky, Steve Molinsky, Carol Pineiro, Kay Polga, Rosalie Porter, Karen Price, Lise Ragan, Ellen Rintell, Mark Rittenberg, Alex Silverman, Jane Yedlin, and Vivian Zamel on their presentations at TESOL '86 in California.

FULBRIGHT SCHOLAR AWARDS ANNOUNCEMENT OF 1987-88 COMPETITION

The Council for International Exchange of Scholars has announced the opening of competition for the 1987-88 Fulbright grants. CIES participates with the United States Information Agency (USIA) in administering the Fulbright Scholar Awards in research and university lecturing abroad.

Application deadlines for the Awards are: June 15, 1986 (for Australasia, India, Latin America and the Caribbean); September 15, 1986 (for Africa, Asia, Europe, and the Middle East); November 1, 1986 (for institutional proposals for the Scholar-in-Residence Program), January 1, 1987 (for Administrators' Awards in Germany, Japan, and the United Kingdom; Seminar in German Civilization; and the NATO Research Fellowships); and February 1, 1987 (for Spain Research Fellowships, and France and Germany Travel-Only Awards).

For more information and applications, call or write Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Washington, D.C. 20036-1257. Telephone (202) 939-5401.

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