

NEWSLETTER

Massachusetts Association Of Teachers Of English To Speakers Of Other Languages

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WINTER 1987/SPRING 1988

Problems and Perspectives:

TEACHING ENGLISH IN CHINA

by Hou Zhiming, *Shanxi University*

China has the largest English-learning population in the world, and a history of over a century of English teaching and learning. Thus English as a foreign language (EFL) in China has become a tradition in its own right. In view of the tradition, what English teaching approaches are being used in China? I'd like to discuss a few problems in English teaching in China so as to provide reference for teachers of English in China and colleagues in similar situations outside China.

During the past decade (from 1977 to 1986) the English language enterprise in China has been growing rapidly. English teaching is a part of an energetic, nationwide program on language teaching. Today there are approximately 50 million students studying English in schools. (English teaching begins in the third grade of the key primary schools and continues throughout middle school and on through the tertiary level and adult education including TV and radio college courses.) At

least 100 thousand teachers of English work in these schools.

The majority of English teachers in China are not systematic trainees in the methodology of second language teaching. Most language teachers are chosen to be teachers because they have a talent for language and have learned some teaching techniques from their teachers. Some of them learn to teach on the job, following the model of senior faculty. The development of research in linguistics and many effective techniques are completely new to most Chinese English teachers.

Due to the lack of systematic training, the methodology used in second language teaching in China is most frequently described as:

1. The Reading-Grammar-Translation Approach
2. Knowledge-imparting Process
3. Intensive Reading
4. Teacher-centered Approach
5. Learning from textbooks

The Reading-Grammar-Translation Approach

This approach began in the 1950's and is still widely used in language teaching, in particular in teaching English to non-major college students and to students in middle schools. Teaching activities are usually such as the following:

- a) to read the passage (text) in English;
- b) to have a few grammatical rules (or language points) explained with some exercises;
- c) to translate words, sentences and the passage into Chinese in order to make sure that students have understood the English text.

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This explaining of grammar rules is really no more than telling the students more about the language, rather than giving them practice and experience in the use of the language. Translation activities make so much use of Chinese that the precious time given to English is terribly reduced. Thus, the Reading-Grammar-Translation approach makes the class process knowledge-imparting.

Knowledge-imparting Process

The traditional grammar-translation of text analysis school looks upon language teaching as a "knowledge-imparting" process, and language learning as "knowledge-receiving" process. Hours are spent in explaining, analysing, paraphrasing, asking questions, practising patterns, reading aloud, etc. until the students very nearly, if not literally, learn every word by heart.

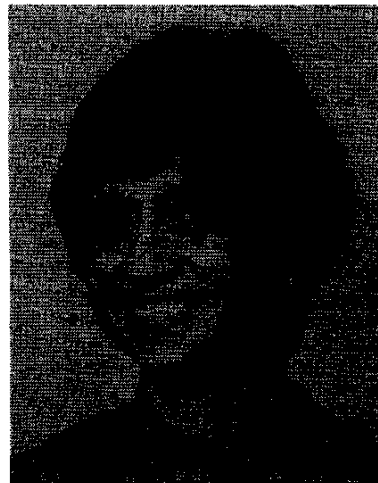
This approach treats learners as passive recipients. They don't have to take any

(continued on page 8)

Rick Smith Memorial Lecture to Feature Esther Eisenhower

The second annual Rick Smith Memorial Lecture will take place on Thursday, February 25, 1988 at 8:00 p.m., at Cambridge Rindge and Latin High School in Cambridge. Dr. Esther Eisenhower, Director of English as a Second Language Programs for the Fairfax County Public Schools, Fairfax, Virginia, is the featured speaker. Entitled "Tinker, Tailor and Teacher, Too: Integrative Strategies for Master ESL Teachers," her lecture will provide novel approaches in ESL teaching that promote both academic achievement and community outreach. She will use examples and provide materials suitable for elementary, secondary and adult literacy levels.

Detailed information on this event will be mailed to all MATSOL members in January.



Esther Eisenhower

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Photography Carol Pineiro

This is a regular 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:

Linda Schulman
48 Arnold Road
Wellesley, MA 02181

Articles should be typed and double-spaced. Please include bio-data.

Next deadline: March 15, 1988

TO YOUR HEALTH!

by Mark Stepner

As professionals in language and intercultural education, we are often faced with demands at work which require the wisdom of Solomon, the patience of Job, and the strength of Hercules, or the mental and physical equivalent of a black belt in TESOL. Although quite familiar with the issues of stress management and avoiding burnout, we still need to balance our energy levels in order to maintain good health and get through the working day with an energy reserve for our own personal lives—an ongoing challenge for all of us.

How do you recharge your pedagogical battery? One of the MATSOL Fall Conference presentations focused on the benefits of meditation. This, of course, is one of a great many different ways to enhance our energy levels, from ancient ones like yoga to more modern ones like the "new aerobics." We are indeed fortunate to have so many mind/body/spirit modalities available to us in this area.

Ideas or articles on health-related topics of potential interest to MATSOL members are welcome and can be submitted to the newsletter for consideration.

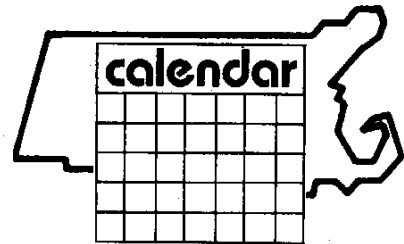
Global Cooperation for a Better World

1987-1988 is a world-wide initiative undertaken as a means of creating harmony and understanding between different peoples and communities of the world through mutual interaction and involvement, with leaders of various professional fields coming together to examine working models for the betterment of the human condition.

Organizers: the Brahma Kumaris World Spiritual University, affiliated to the U.N. as a non-governmental organization
For further information, contact:
Global Cooperation for a Better World,
9 Wilson St., #2, Brighton, MA 02135
(617) 734-1464.

**IMMIGRANT LAW
INFORMATION**

On November 6, 1986 the Immigration Reform and Control Act (IRCA) was signed into law. Included in the legislation are programs providing for limited legalization of those residing illegally in the U.S. and the monitoring of "the employment of undocumented aliens." The Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA) is dedicated to facilitating the equitable implementation of this law. For more information, contact Muriel Heiberger, Executive Director, MIRA, 178 Tremont St., 9th Floor, Boston, MA 02111, (617) 357-6000, Ext. 448. Excerpted and adapted from an informational flyer put out by MIRA.



★★★★★★★★★★★★★★★★

Save March 25 and 26 for the annual MATSOL Spring Conference, which will be held at Bunker Hill Community College in Charlestown. The program this year will feature special sessions and a swap shop, in addition to the usual plenary speakers, workshops, papers, panel discussions, special interest group rap sessions, publishers' exhibits, and social hour. For more information, please contact Suzanne Irujo, 1 Ten Acres Dr., Bedford, MA 01730, at (617) 275-0489.

★★★★★★★★★★★★★★★★

MATSOL Winter Social: Friday, Feb. 5, Ticknor Lounge, Boylston Hall at Harvard University, 5-7 p.m.

MABE Annual Conference: Feb. 26-27, Sheraton Boxborough.

TESOL '88 Convention: March 8-12, Chicago Hyatt Regency.

New England Multifunctional Resource Center for Language and Culture in Education - Brown University - Upcoming Symposia on Literacy and Limited English Proficient Students:

March 21 — Marriott Hotel, Newton, MA.
April 15 — Marriott Hotel, Providence, RI.
May 2 — Holiday Inn, Portland, Maine.

For further information, contact Alan D. Simone or Jane Yedlin, conference coordinators, at Brown University, MRC, 345 Blackstone Blvd., Providence, RI 02906 (401) 274-9548.

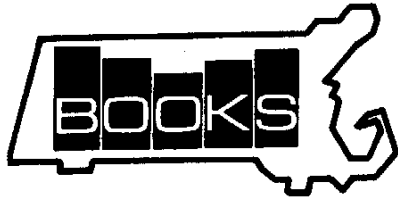
Emerging Technologies in Modern Language

Instruction: A Satellite Teleconference: May 10, to be hosted by Dean Wilga Rivers, Harvard University, and Dr. Frank Otto, CALICO. For more information, contact Dr. Otto at (801) 378-7079, BYU/Provo; Dr. John Ittelson, California State U./Chico, (916) 895-5367; or Dr. Lin Loughheed, Instructional Design International, Inc., (202) 332-5353.

American Forum on Education and Inter-

national Competence: May 13-16, Clarion Hotel, St. Louis, Missouri, sponsored by Global Perspectives in Education, Inc. and the National Council on Foreign Language and International Studies, 45 John St., Suite 1200, New York City, NY 10038, (212) 732-8606.

For information about possible job openings via the MATSOL Job Bank, contact Betty Stone at SCALE, 625-1335, or write her at: SCALE, 99 Dover St., Somerville, MA 02144.



On Being Foreign: Culture Shock in Short Fiction

Tom J. Lewis and Robert E. Jungman, ed., Intercultural Press, 1986
Order from Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096 (320 pp., \$14.95)

Reviewed by Zoe Erasmia Passati

On Being Foreign is a book with a difference! What is presented here is the feeling of culture shock. The way it is presented is through short stories from American literature that reveal the experiences different people have had in dealing with a different culture.

The stories are well chosen and varied. They bring out crucial points in the acculturation process, yet they keep the whole issue of cross-cultural awareness on a personal level. In the introduction, the phases of cross-cultural adaptation are identified, and then the stories are grouped according to each phase. The readings/stories are followed by questions for discussion that provide an excellent follow-up. Each chapter provides a bibliography of other relevant stories. The format is clear and consistent throughout the book.

On Being Foreign would be quite appropriate for ESL/EFL teacher training programs and for advanced ESL courses. It would also be useful in student exchange and orientation programs designed for foreign students upon their arrival in

another culture new to them.

Zoe E. Passati earned her M.Ed. in TESOL at Boston University and has returned to Greece to teach EFL there.

Please send Book Reviews to Pamela Dill, CELOP, Boston University, 730 Commonwealth Ave., Boston, MA 02215.

THANKS TO . . .

This being my last issue in my editorial incarnation, I would like to thank all of the following people for their support and creative ideas:

My wife Jane, for her supportive assistance.

The current MATSOL Executive Board members: Mary Christie, Suzanne Irujo, Dee Dee Magers, Rachel Goodman, Linda Schulman, Judy DeFilippo, Elsa Auerbach, Rosalie Porter, Sandra Fotinos, Charlotte Seeley, and Betty Stone; all of the column editors: Bill Biddle, Adrienne Saltz, Carol Pineiro, Pamela Dill, and Jennifer Bixby; the MATSOL Chairs not mentioned above: Joan Lemarbre Penning, Claire Smith, Paul Abraham, Victoria Frothingham, Margot Valdivia, Sandro Massaro, Gregg Singer,

Sima Kirsztajn, Marlyn Levenson and Kathy Irving; and all other MATSOL members who have contributed to the quality of the newsletter over the past year.

Alexandra Hamilton, for her magnificent typesetting work, and the rest of the staff at the Newton Copy Shop, with particular thanks to Steve, Jan, Barry, and Peter for their high-quality work and generous cooperation.

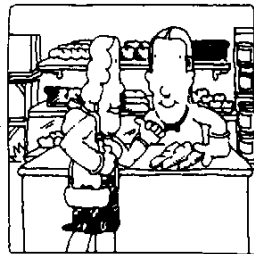
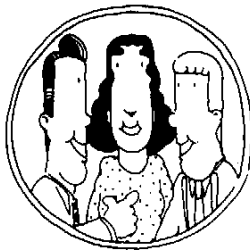
Muriel Heiberger and Faith Adiola at MIRA, for their contributions of ideas.

Shirley McKinnon, for her efficient work on the computer labels.

Past newsletter editors, especially Carol Pineiro, who has been extremely helpful.

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The Ever-Growing Lexicon

by Bill Biddie

Noreen Cleffi of Southeastern Massachusetts University sent a copy of her piece on the recent crop of new words. She points out that "even if you can't remember the last time you looked up a word in the dictionary, if you are awake several hours a day and engage in any kind of conversation with another human being, if you have a radio or TV or read a newspaper, your vocabulary is growing constantly and at an enormous rate." Our culture, she goes on, "revives old words, alters the meaning of common, everyday words, or invents new [words]." Here is a sampling from her list with a couple of emendations of my own:

ACRONYMS

| | |
|--------------|---|
| AIDS | acquired immune deficiency syndrome |
| ASAP | as soon as possible |
| CD | compact disc |
| DTP | desk-top publishing |
| LCD | liquid crystal display (as on digital watches) |
| PCB | usually in the plural, polychlorinate biphenyls - pollutants that settle to the bottom of bodies of water where they contaminate everything that lives there (and everything that eats anything that lives there) |
| STD | sexually transmitted disease (replacing the now obsolete acronym VD) |
| SDI | strategic defense initiative, aka Star Wars |
| VCR | video cassette recorder (of which the most popular version is VHS) |
| VDT | video display terminal, one of which I'm sitting at as I copy this, and another of which Noreen Cleffi sat at when she wrote this list for me in the first place |
| DINKS | double income, no kids — the ultimate yuppies |

WORDS FROM THE MEDIA

Divestiture, divestment: these terms were both coined to imply the opposite, respectively, of investiture and investment. They describe the process whereby universities dis-invest, or sell off, their portfolios of stock in companies that do business in South Africa or that manufacture products harmful to human beings and their natural habitat.

Disinformation: a systematic campaign of misinforming or deceiving the public; close kin to propaganda

-gate: anything with the morpheme *-gate* affixed to it becomes automatically a political scandal unearthed, as in *Irongate*, *Contragate*

glasnost: Russian word for, roughly, openness

mediagenic: what characterizes the man behind *glasnost*, and his wife as well

crack: the new, lethal form of cocaine

welfare hotel: emergency housing for welfare recipients and the homeless—a real paradox

serial: interesting because it is used with equal frequency in front of the words *murderer* and *monogamy*

networking: new term for keeping in touch with friends and colleagues vis-a-vis professional opportunities

interactive: if it isn't interactive, it's not state of the art; said of video games and lots of teaching software that can offer alternative responses to various inputs

input: and *output*, for that matter. Not just with reference to computers; food processors, factories, farms, indeed all transforming processes which are vulnerable to these terms

K's: strikeouts as recorded on conventional baseball scorecards; once associated with Dwight Gooden, more recently with Roger Clemens

upscale: associated with Yuppiedom, much classier than *nouveau riche*

As Noreen pointed out, our culture revives old words, alters the meanings of common, everyday words, and invents new ones. Gregg Singer sent along a copy of an advertisement for a police radar detector that is "advanced enough, thanks to its sophisticated Rashid-rejection circuitry, to obsolete the detectors of every other maker." Thanks, Gregg. I grateful you. Thanks, Noreen. I grateful you, too. And for two hundred and ninety-five bucks I can buy a gadget that'll obsolete an entire industry. Feh!

When I began working on this column, it was Thanksgiving season, and it came to my attention that two key words associated with that holiday, *turkey* and *cranberry*, are borrowings from abroad. The turkey is a native guinea fowl which European settlers found here. They thought it looked like the wild fowl back home in England that had been introduced into western Europe from Turkey, so the settlers named it after the Turkish (Turkey) fowl back home. And in Plimoth Plantation, the condiments were made of fenberries. They were red and tart and grew in the salt marsh bogs and are what you're thinking they were. But it was the Dutch settlers in New York who impor-

ted the term *kranbere* (from cranes and berries, apparently because the Dutch thought that cranes stalked about the Dutch wetlands garnishing their diets of little frogs and fishes with an occasional berry).

There are lots of other words which we think of as solidly English, but which are actually of foreign origin. Our students would be pleased to know that we know it when we are using a borrowing. Here are a few:

admiral: from Arabic *emir*

algebra: from Arabic *al-jabr*, "reunion of broken parts"

arsenal: recently, a (British) naval dock, but ultimately an Arabic "house of art"

barbecue: a Haitian word for a framework of sticks on posts where people could sleep (or where an animal could be roasted)

boor: from the Dutch word for husbandman (boer = peasant). Shakespeare, in *Winter's Tale* (1611) has a clown in Act V say: "Let boors and franklins say it, I'll swear it," and means: let peasants and yeomen say it...

buccaneer: another Haitian/West Indian word, meaning "one who cures flesh on a barbecue" (ultimately, a woodsman)

bungalow: from India, a temporary building

cretin: from Swiss *crestin* ("Christian"), a term used with reference to hideously deformed dwarves who were, nevertheless, Christians, and therefore common humanity

denim: originally *serge de Nimes*

drab: from French *drap*, or cloth; cousin to our modern drapery

divan: Persian *diwan*, or "account book"

fabric: derives ultimately from Latin *faber*, a smith

fret: a cousin of the Yiddish *fressen*, to stuff oneself; refers to animal eating habits that appeared to chafe or irritate the food

khaki: from Urdu (India) word for "dust colored"

lewd: (This one's not foreign, but it's interesting.) comes from Middle English [lewed], "ignorant or vulgar," but its root is the same word as *lay*, as opposed to *clerical*

poppycock: from Dutch *pappe* ("soft") and *kakke* ("dung")

pyjamas: from Hindi, *pa* ("leg") and *jama* ("trouser")

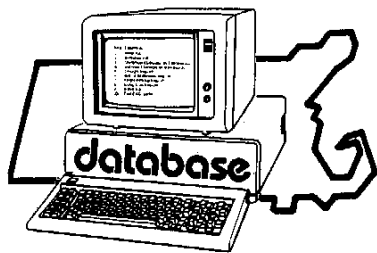
sequin: from Italian *zecchino*, "little mint" — a gold coin

shampoo: from Hindi, a word that meant originally "to massage the limbs"

sherbet: from Arabic *sharbah*, a drink

(continued on page 9)

PAGES # 5 & 6 ARE MISSING



by Sandra Fotinos

This year's MATSOL computer-assisted language learning conference, "CALL for Cowards — and CALL Communicators," brought 42 MATSOL members together on June 5th for a day of sunshine and high-tech ESL at Northern Essex Community College in Haverhill. Computer neophytes spent the morning discovering the joys of editing, saving, and printing out hard copy in two beginning word processing workshops — one on Apple IIe microcomputers and one on Leading Edge IBM compatibles — with the help of MATSOL's Sandra Fotinos, conference coordinator, June Fontes, Director of Academic Computing, and the Northern Essex Microcomputer Laboratories staff. Meanwhile, experienced MATSOL computer users attended a workshop on interactive videodisc design and production with Martha Gann, Director of Interactive Learning Activity, Richard McLaughlin, IVD Project Manager, and Alan Foucault, Director of Media at

Report from the "CALL for Cowards"

Northern Essex.

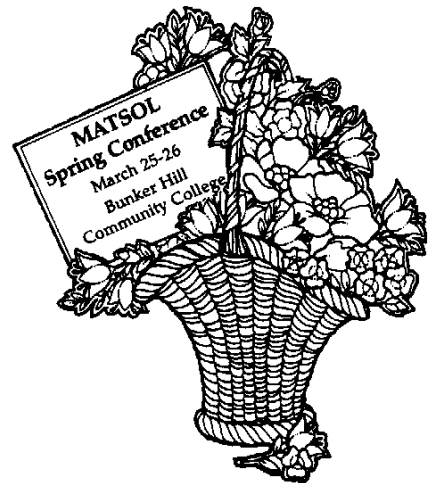
After lunch, the group divided again, for either an introduction to ALA microcomputer ESL courseware with MATSOL's Mark Stepner, Director of Curriculum at the American Language Academy at Babson College, or an inside view of *Luis Needs a Job*, an ESL interactive videodisc job-search simulation being produced at Northern Essex under a Title III grant. A software show ended the day, with software brought by conference participants — MATSOL CALL Chair Claire Smith came with a boxful!

Some comments from participants on the most positive aspects of the conference were: "Sharing of ideas and materials;" "meeting folks and seeing technology demonstrated;" "interesting introduction to concept and functioning of IVD;" "time to look and play and network."

And for the future, participants requested that MATSOL provide a list of ESL software with evaluations from members, more different software to preview, more emphasis on problem-solving and simulation, and more software presentations. For

more information on CALL, come to the MATSOL Spring Conference, and watch for future issues of the *MATSOL Newsletter*!

Please send Database articles to
Adrienne Saltz, CELOP, Boston University,
730 Commonwealth Ave., Boston,
MA 02215.



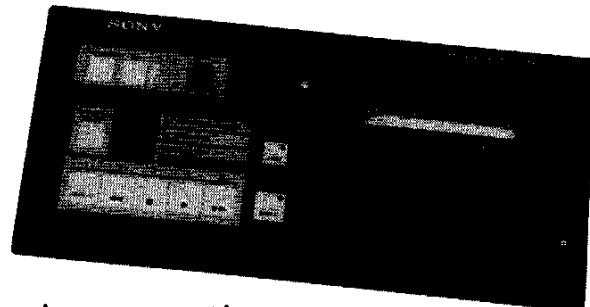
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TEACHING ENGLISH IN CHINA

(continued from page 1)

initiative. They just wait there to be filled with knowledge. All the traditional teachers require of students is the ability to receive and store up in their heads the knowledge handed out to them. There is a heavy reliance on rote memorization of a given lesson. The lessons do not include anything that may require learners to stand on their own feet intellectually, let alone to make many intellectual leaps.

One must remember that language is not knowledge. It is competence. Our objective is communicative competence. We regard language learning as an active development process. The teacher's duty is not just to exploit the student's intellect; even more important the teacher is there to help develop it.

Intensive Reading

In China the core of a language problem is "Intensive Reading," consisting of a line by line syntactic analysis of literary excerpts. Teachers and students often feel uncomfortable with approaches to language teaching other than intensive reading. In recent years they added a course called extensive reading in English teaching, but extensive reading serves only to help consolidate or supplement what has been learned in intensive reading. In fact, intensive reading still occupies a dominant position in English teaching. Much time is spent on short passages, but language skills are learned. During their college period students may come into contact with about 50 passages (each has 300-400 words). As a result, when a student graduates from college, he cannot read materials of his special field because of his limited vocabulary.

We should provide students with English materials (books, magazines and newspapers) as much as possible. There are not just two kinds of reading—intensive and extensive—but many kinds. We should help our students to require the ability to skim and scan, to shift, adjust, and combine and vary their speed and mode of reading as the purpose and other circumstances demand.

Teacher-centered Approach

The Chinese traditional text-analysis syllabus and teaching practice are considered as teacher centered, not only because the content and design of the course are determined not by the students' need, but by the "text" which has been selected solely for its "literary value." In China the tradition of the teacher occupying the center in the classroom is very much alive. The teachers have to prepare a "lecture" for every class, supplying the correct answer to every exercise the students do. The teacher, like an actor or actress per-

forms a very lively "show" on the stage, while students are watching and listening like a theater audience.

Because of teacher-as-dominant, student-submissive role relationships, students are accustomed to being silent. A fear of losing face, a desire to avoid confrontation, a reluctance to be singled out, a fear of making mistakes, a hesitancy about answering questions make students reluctant to participate in class activities.

A communicative approach presupposes that students take the controlling role in learning. Students are given a chance to do the learning themselves, instead of having everything done for them by the teacher. To learn the language, the students must go through the active process of speaking it themselves.

The teacher's role is neither to give lectures nor to supply correct answers. His or her job is only to provide the condition for this process to set it going, to observe it, to try to understand it, to give guidance, to help it along, to analyse and evaluate it. Thus students are released from a passive role and are now interested, alive and creative. All in all, students should be actors, and teachers—a director.

Learning English from Textbooks

Most students in China learn English from textbooks. There are various unified textbooks according to different levels. These texts have two serious flaws. First, these texts are organized around selected grammatical teaching points. The language, especially in the text sections is strictly controlled with regard to syntax. These passages often sound unnatural and artificial. The second flaw is that the textbooks rarely present opportunities for students to engage in meaningful communication.

The unified textbooks at advanced levels emphasize literature. The study of literature is seen as a prestige field of English study. Unfortunately, the study of literature as a sole emphasis at advanced levels is not the best means of preparation for the sort of English skills China wants.

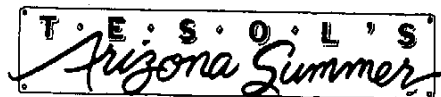
Because of lack of contact with native English speakers and without appropriate American and British cultural background, the English learned by students is marked by odd or archaic usage. In addition, since they are patterning their English speaking and writing style on a Chinese model, their English is always sprinkled with proverbs, slogans and idioms. Students also tend to trust prescriptive decisions regarding correct usage more than opinions of native speakers.

English Teaching Intensified

In recent years, English teaching in China has been intensified. A large number of

students and scholars have been sent abroad for advanced studies. Many foreign experts have been to China to provide valuable and focused assistance in English learning. They have brought new concepts of language pedagogy and introduced new achievements in linguistic and communicative approaches. Thus some English specialists in China have realized the problems in English teaching. In the fall of 1985 a new "College English Teaching Syllabus" was established by the Ministry of Education of the People's Republic of China. It says, "In the past teachers of English paid more attention to language knowledge, but neglected the communicative competence. Students manipulated more sentences and their language comprehension remained at the sentence level." The syllabus states that teachers should pay great attention to manipulation of discourse level and the development of students, communicative competence. Hence, though much remains to be done, it is safe to say that as China modernizes everything else, she is also in the process of modernizing her way of learning English.

Hou Zhiming is an assistant professor at Shanxi University, Shanxi Province in the People's Republic of China. He is presently at the University of South Carolina as a visiting professor on an exchange scholar program. His area of research is English teaching methodology. Reprinted from TESOL Newsletter (June, 1987).



TESOL's Arizona summer will be held at Northern Arizona University in Flagstaff, Arizona. Plan on spending a cool summer in the high mountains and pine forests of Northern Arizona. The TESOL Summer Institute (TSI) will be held from June 14 through August 18, 1988. The TSI will run two summer sessions (June 14-July 11, July 9-August 8) and will offer, in all, 31 courses by nationally and internationally recognized faculty. For those of you who cannot attend the TSI, AZ-TESOL will be sponsoring the TESOL Summer Meeting, scheduled for July 9-11, 1988. Plan ahead for a full and exciting mountain experience at the 1988 TESOL Summer Institute in Flagstaff. For more information, contact Joan Jamieson or Bill Grabe, Co-directors, English Dept. Box 6032, Northern Arizona University, Flagstaff, AZ 86011, or at (602) 523-6277.

... it's a
summer
high.



CONGRATULATIONS TO . . .

Claire Smith, on becoming the co-editor of the Boston Computer Society's *CAP Newsletter*, for computer assisted publishing.

Mary Christie, on her new venture into the musical world of the recorder.

Susan Doll, on the occasion of her wedding in December, and move to Vienna.

Jane Tchaicha, on her video productions for a Needham cable station.

Betsy Roulston, on the birth of her daughter.

Carol Pineiro, on becoming the International Exchange Column Editor for the *TESOL Newsletter*.

Carol Ann Edington, on the publication of her new book.

Ruth Pierson-Adjojah, on the birth of her daughter.

Carla Meskill, on the publication of articles in the *CAI Digest* and the *CALICO Journal*.

Pam Dill, on the purchase of her new home.

Dee Dee Magers, on becoming president of MECCA.

Margot Valdivia, on assuming the directorship of CELOP at B.U.

Pat Bonarrigo, on the birth of her son in Autumn, 1987.

Susan Vik, on presenting at the Caribbean-*TESOL* Conference in Puerto Rico.

JEANNE'S PUNCH—

The Story of the Famous MATSOL Punch

by Charlotte Seeley

This recipe was created by a friend who gave up liquor but didn't want to give up parties. The combination of flavors—and maybe the fact that you let it "brew" for a few days before the party—give the impression of alcohol without actually using any. My friend always left a vodka bottle handy but found that most of her guests assumed the punch had been spiked and didn't seem to need or want the vodka.

In a one-gallon crock or jar (such as a wholesale-size pickle jar), combine:

- one 12-oz. can of lemonade (undiluted)
- two 12-oz. cans of orange juice (undiluted)
- two 46-oz. cans of apricot nectar
- one small bottle of almond extract
- generous (Don't be afraid!) quantities of cinnamon, ginger, nutmeg and bitters

This will be too much for a 128-oz. jar, so pour some of the mixture into something like a plastic margarine tub and freeze it to use in the punch later as a giant non-diluting ice cube.

Let the mixture set for 2-5 days before the party. When you're ready to serve it, dilute it with 1 liter of 7-Up and 1 liter of seltzer. Add the ice cube. This produces approximately 200 ounces of punch, or about forty 5-oz. servings. Dried apricots, slivered almonds, or slices of lemon and orange are a nice touch.

Charlotte Seeley is an ESL Specialist in the Newton Public Schools and is currently serving on the MATSOL Executive Board.

"You've Come a Long Way, Baby..."

(continued from page 5)

needed language services for these students. There is certainly an equity issue here.

Future changes in state and federal legislation for limited English students will affect the development of ESL in grades K-12 in our public school systems. At the federal level there is a bill before the Senate to increase the amount of funding for alternative programs from 4% to 10% of the total budget allocated to bilingual education. In Massachusetts there will likely be a bill introduced again next spring similar to last year's — allowing local choice of programs and increasing funding for all students affected. It is in no way a measure to diminish traditional bilingual education programs but an attempt to improve services and allow innovative options for communities with speakers of many different languages.

The challenge to become more knowledgeable about our field is still there — about teaching strategies, materials, successful programs. ESL teachers need to be more assertive in negotiating with bilingual and regular classroom teachers to determine the best cooperative efforts for promoting the twin goals of language competency and academic achievement.

Recent cooperative efforts among the three professional organizations representing language teachers in our state are a healthy and potentially beneficial move. We will all profit from a climate of mutual respect that has been "a long time a'comin'." Elementary and secondary teachers of ESL need to be reminded that they are a valued and welcome part of MATSOL, an integral part of this organization that wants to be responsive to their professional needs. Let's see what we can accomplish in the next 15 years!

Dr. Porter is currently a Radcliffe Bunting Institute Scholar, on leave from the Newton Public Schools.

Recreational Grammar

(continued from page 4)

sherry: from Spanish *Xeres* (*Jerez de la Frontera*), the place where sherry is made

spinach: from Arabic *isfanach*

taboo: from Tongan, *tabu*, (*ta*, mark and *bu*, "exceedingly")

tomato: via Spanish from Nahuatl, *tomatl*

There are lots more. In fact, if we claim words of Anglo-Saxon origin as English, then the great majority of our words are of foreign origin, either as wholes or as morphemes re-combined.

I repeat my original invitation to readers of this column to send me your favorite lexical oddities, discoveries, and comments on the words we use (and abuse).

Please send Recreational Grammar items to: Bill Biddle, 24 Dover Rd., Wellesley, MA 02181.



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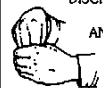
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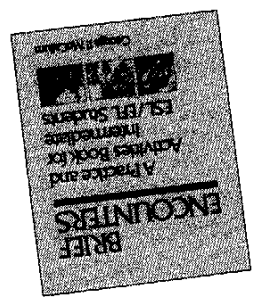
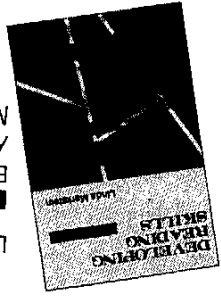
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