

NEWSLETTER

Massachusetts Association for Teachers of Speakers of Other Languages
SUMMER, 1980

VOL. 8, NO. 4

MATSOL Investigation: Employment Conditions

On June 16, there was a meeting of our committees formed at the MATSOL Spring '80 conference to look into employment conditions in the state. The committees on Interim Solutions, Unionization, the Job Bank and Socio-Political Concerns in ESL each reported on work in progress.

The Interim Solutions group has explored several possibilities for improving work conditions for our largely non-unionized job force. Through MATSOL, this group hopes to organize a "pre-union board": a pressure group that could receive grievances about various area programs and rate them as well. Its projects might include publishing an annual booklet to report on area ESL programs, offer a "seal of approval" to some and publish grievances received about others. The committee is also investigating the possibility of obtaining health insurance and starting a credit union for MATSOL members. It plans to create a substitute teachers' list to be used on a statewide level. Members of the committee plan to urge TESOL to address the problems of the many part-time teachers among its members. They will remain in contact with people who were working on these issues at the last TESOL convention.* The contact person for the MATSOL Interim Solution committee is Eric Solomon, 254-8452.

The Job Bank Committee has compiled basic information on working conditions in Massachusetts junior and community colleges, intensive programs, adult education centers, private high schools and private industry ESL programs. The information includes starting teaching salaries, contracts, benefits, teaching hours, job titles. All information gathered has been sent to directors of the programs to be verified and will be published by MATSOL as a job directory. With the printed listing, the committee hopes to have MATSOL open two telephone "hot-

lines" — one for employers to call to announce job openings and another for job seekers to call for the recorded job listings. This committee's work is nearly complete and the job directory should be available in September.

The Unionization committee is doing research in Massachusetts on the unions already established among ESL faculties and passing their information on to a similar national survey being done by WATESOL. They have so far studied the bargaining units at U. Mass. in Boston, and at the Boston School of Modern Languages. The committee is contacting representatives of the AAUP, CESA, and the MFT in an effort to explore the range of unions that might meet MATSOL needs. Possible unionizing strategies, each presenting advantages and difficulties, include organizing all ESL teachers in the state and organizing ESL teachers with other groups, such as part-time instructors from other departments, or clerical workers. This committee will continue a survey of teachers' unions in the state and of feasible unionizing procedures in the ESL field. The contact person for the group is Wendy Schoener, 566-2158.

The committee for Socio-Political Concerns is searching newspapers for articles that have a bearing particularly on the areas of higher education and the impact of the world political situation on the ESL field. They plan to produce an article from their research, addressing political events already affecting our profession and ethical questions raised by these events. The group hopes that socio-political concerns will be a major focus of next fall's MATSOL conference. The contact person for the group is Linda Moussouris, 277-1737.

The committees will present their findings at the Fall MATSOL conference. In the meantime, the contact people listed are eager to receive word from MATSOL members interested in working on their projects.

*Out of the 1980 TESOL convention came several committees investigating working conditions and job

security, which the MATSOL committees closely parallel. For those interested in communicating with national level groups, there is a list of contact people in the TESOL Newsletter, April, 1980.

Wendy Schoener
Boston University, CELOP

1981 TESOL Conference

The 15th annual conference of TESOL will be held at the Renaissance Center in Detroit, Michigan, March 3-8, 1981. Members and friends of TESOL are invited to participate by making a presentation and/or attending. Proposals for presentations are solicited from all people (teachers, teachers-in-preparation, graduate students, researchers) who have fresh insights to communicate to the profession or who have tried-and-true approaches to share.

The call for participation is being printed in full in the June issues of the TESOL Quarterly and the TESOL Newsletter, and the deadline for submission of proposals is **September 1, 1980**. If these publications are unavailable, a copy of the call may be obtained by writing to:

Mary Hines
Program Chairperson, TESOL '81
Box 960
Teachers College, Columbia
University
New York, New York 10027

Proposals are encouraged that deal with research, classroom practices, and/or interconnections between the two, at any of the different levels of education (elementary, secondary, higher, adult) and in any of the diverse settings (bilingual, EFL in English-speaking countries, EFL in non-English-speaking countries, English as a second dialect).

Full details on registration procedures are available from the TESOL Central Office, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

Massachusetts Association for
Teachers of Speakers of
Other Languages

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MATSOL Newsletter costs are in-
cluded in the annual membership dues.
Contributions to the newsletter are
welcome and should be sent to:

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

Articles should be typed on one side of
a sheet and double spaced, 40 spaces to
a line. Next deadline: **August 22, 1980.**

Up-Coming Events

September 24-28, 1980 — MEXTESOL
"Current Issues in the Teaching
of English in Mexico," Plaza In-
ternacional Hyatt Regency Hotel.
Info: MEXTESOL A.C. Mazatlan
96, Planta Alta, Mex., D.F.

**October 18, 1980 — MATSOL Fall
Conference.** Details to follow.

**March 1-2, 1981 — "Language Trans-
fer in Language Learning,"** ELI,
U. of Michigan, Ann Arbor. Call
for Papers, 9/15/80 and info:
Susan Gass, ELI, U. of Michigan,
Ann Arbor, MI 48109.

**March 3-8, 1981 — XV TESOL Annual
Convention,** Renaissance Cen-
ter, Detroit, Michigan. Call for
Papers: Mary Hines, TESOL
Detroit, Box 960, Teachers Col-
lege, Columbia University, New
York, NY 10027.

**July 6-14, 1981 — TESOL Summer
Institute,** Teachers College,
Columbia U., New York City.
Info and Call for Proposals: John
F. Fanselow and Ann M. Fren-
zen, Box 66, TESOL Summer
Institute, Teachers College,
Columbia U., New York, NY
10027.

Call for Papers

**FIRST ANNUAL WATESOL
CONVENTION,** September 26-27,
1980, University of Maryland,
Baltimore Campus, Catonsville,
Maryland.

Send proposals by September 1,
1980, to:

Steven Matthiesen
Bladensburg Senior High School
57th Avenue and Tilden Road
Bladensburg, Maryland 20710

Thank You

The MATSOL board would
like to take this opportunity to
thank Ann Hilferty for organiz-
ing the book review section of the
newsletter. We wish her luck in
undertaking her teaching duties
in China and we look forward to
periodic reports in the newsletter
from "Our Teacher in China."

The new book review editors
are:

Judy de Filippo
38 Whitcomb Avenue
Hingham, MA 02043

and

Kay Pechilis
101 Ash Street
Weston, MA 02193



Can you identify the person in this
picture? Clue: he is not Dave Brubeck,
but he is someone who is very active in
MATSOL.

Teaching Ideas

The MATSOL Newsletter has
a new column that will appear in
its issues. This column will con-
sist of teaching ideas, hints,
approaches or methods that you
have tried in the classroom that
have worked for you. It will give
all of you the opportunity to
exchange techniques you have
used and found to be helpful and
effective. We feel that this
column could provide you with
interesting and stimulating
suggestions or alternatives that
you may not have thought of
before. We believe that teachers
can best learn from each other.

If you have a teaching idea that
you have found successful and
would like to share this with
others in your profession, please
write it up and send to:

Vivian Zamel
English Department
U Mass/Harbor Campus
Boston, MA 02125

Book Review

**Drama Techniques in Language
Learning,** by Alan Maley and Alan
Duff. Cambridge University Press,
1978.

Had I judged by title alone, I would
not be reviewing this small book for
you now. But the mysteriously un-
familiar title was recommended by no
less than W.R. Lee and Earl Stevick in
"A Barebones Bibliography for
Teachers of ESL," by John Haskell
(TESOL Newsletter, December, 1979).
Coincidentally I happened to be order-
ing another book from C.U.P., and it
seemed that this one was worth a look
also.

In their introduction Maley and
Duff immediately clarify the term
"drama techniques." These are not
performances or rigid dramatizations
of dialogs. "Words," they say, "other
people's words, . . . can be ashes in the
speaker's mouth. They lose their savour
even before they are spoken, and this
we do not want." Nor do these activi-
ties require uncomfortable encounters
with the private inner self. In the
author's words:

(Dramatic activities) are activities
which give the student an oppor-
tunity to use his own person-
ality in creating the material on

which part of the language class is to be based. These activities draw on the natural ability of every person to imitate, mimic and express himself through gesture. They draw, too, on his imagination and memory, and on his natural capacity to bring to life parts of his past experience that might otherwise never emerge. They are dramatic because they arouse our interest, which they do by drawing on the unpredictable power generated when one person is brought together with others. Each student brings a different life, a different background into the class. We would like him to be able to use this when working with his fellow students.

This introduction continues for a short but very engrossing eighteen pages. Stevick says in Haskell's article: "These few pages are unmatched, as far as I know, for brevity and clarity in sketching what there is to be taught and learned besides sounds, words, and grammar." Those teachers who concern themselves with helping their foreign students achieve a reasonably

comfortable but functional accommodation, however temporary, to the host culture will find sustenance here. Even successful accommodation is painful and self-compromising, and a teacher's good will is simply not enough.

W.R. Lee's classic, *Language Teaching Games and Contests* (Oxford University Press, 1965), was organized around the four basic language skills, just as a book published in the 60's should have been. Gertrude Moscowitz's recent *Caring and Sharing in the Foreign Language Class* (Newbury House, 1978), lists affective as well as linguistic objectives for each activity. Maley and Duff have used a communicative approach. The activities are not derived from a notional-functional syllabus but they have been analyzed for the communicative acts which appear repeatedly. A sub-categorized list is included in the book, along with numerous language samples of each type. For example, item 7, "Suggesting" is broken down into a) Making suggestions and proposals, b) Rejecting suggestions and proposals, and c) Accepting suggestions and proposals, and enough examples of each are given to

make further analysis a relatively easy task. There is great emphasis on the language of decision-making, negotiation and consensus-reaching as pairs or small groups develop their activities. Worth highlighting, in my view, is the inclusion of culturally acceptable ways to express negative reactions. Maley and Duff even include a few paragraphs on dealing with "difficult customers;" while it may not solve all your problems, it is comforting that the authors acknowledge the surely universal presence of show-offs and uncooperative students in the classroom.

Recently I have used eight or so of the activities in class. In some cases, their success depended directly on the degree of my preparation for them. Other activities seemed to develop themselves with only the slightest hints. One such open activity based on gesture and interpretation carried over throughout the 10-week course with students frequently asking each other: "What do you really mean when you do . . . (gesture) . . . ?" I also wonder if it wasn't perhaps this very activity which

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CONTEMPORARY DISCUSSION MATERIALS FROM LONGMAN

TALK IT OVER

L.G. Alexander, Monica C. Vincent and John Chapman

Discussion Topics for Intermediate Students

This book consists of 30 lessons, each dealing with a different topic selected for its relevance to contemporary life. The material is presented through texts, photographs, dialogs, cartoons and other interesting means of sparking conversation in even the most unresponsive classes.

A cassette recording of the discussion passages is available. This multi-voiced recording can be used for initial presentation, listening comprehension and intonation and pronunciation practice.

Book 0-582-797195
Cassette 0-582-797209



TAKE A STAND

L.G. Alexander, Roy Kingsbury and John Chapman

Discussion Topics for Intermediate Adults

Similar in format to TALK IT OVER, TAKE A STAND focuses on even more controversial topics of interest to the adult learner. The 30 topics are presented through debate notes, editorial letters, well-known comic strips and so forth. The material is flexible and the teacher will be able to manipulate it according to the needs of his or her students.

A cassette recording of the discussion passages is available.

Book 0-582-797217
Cassette 0-582-797225

For more information contact
LONGMAN AMERICAN ENGLISH
19 W. 44th ST., NEW YORK, N.Y. 10036

Letters to the Editor

To the MATSOL Board:

As a group of ESL teachers working as closely as we do with the international community, we have been feeling a deepening concern for the role of our profession within that community. We refer, more specifically, to the very delicate nature of international relations today and to the fact that MATSOL as a group has not up to now included a consideration of international events as part of its work.

Perhaps the events of the past year in Iran have made us see how vulnerable our work is, both to political changes within countries and to the resulting changed relations with our own country. We have seen students in our classes suffering the emotional traumas of leaving a country in political turmoil, and then facing persecution and revised immigration policies. Most obvious has been the virtual disappearance of a group of students in our programs that only two years ago made up the largest single group. Iran is our most recent example, but similar cases came before and new ones are surely yet to come in the future.

Such tensions as these that become manifest in our classrooms are but a reflection of the tension existing on a much broader level. The fact is that not since WWII have we been closer to a third world war, and this time with the added threat of a nuclear confrontation. The Pentagon budget has reached an all time high of 154 billion dollars. (How much will the resulting cuts in education affect our publicly funded programs?) We work in not just any country of the world, but in the United States, where major decisions are far reaching consequences are made and where we, as citizens of a democratic state, have a right and a duty to express our voice about those decisions. We feel that we must exercise this right.

We address ourselves to you in the hope that we may, together with you, pursue this concern and seek new ways to enlarge our definition of our role as a professional group. We suggest that our profession has an obligation to increase our understanding not just of the linguistic and cultural contexts which our students come from, but also the political context which we feel has an equally relevant influence on our students' process of adaptation here.

We ask that the MATSOL Board address itself to the question of how MATSOL might relate to crucial world issues — education of its membership, perhaps even speaking out when and where its collective voice needs to be heard. The Board might consider

1) inviting speakers well-versed on a particular international issue to speak at our conferences; 2) sponsoring forums on crucial international issues; 3) reserving a section of our newsletter for international issues; 4) finding ways of cooperating with other TESOL affiliates in any or all of the above.

Ellen Rios, Eric Solomon,
Amy Lepon, Judith Hausman,
Wendy Schoener

Dear MATSOL Members:

The MATSOL Board would like to thank you for bringing to our attention the effects of political problems on foreign students in the ESL classroom. Your letter prompted us to have a thought-provoking discussion about how to relate these political concerns to our daily interests and to the concerns of the MATSOL membership in general. Therefore, we have decided to take several steps to push MATSOL further in this direction.

1. The MATSOL Newsletter would publish articles or letters to the editor on this topic.

2. The MATSOL Fall conference which takes place on October 18, 1980, will center around socio-political concerns.

3. The MATSOL Board will keep in mind the socio-political concerns of the membership in the 1980 revision of the MATSOL constitution. In this regard, MATSOL looks forward to serving as a resource for the programs in the area which are effected by socio-political pressures.

In addition to these efforts, we would like to make the MATSOL members aware of the National Association of Foreign Student Affairs which is involved with the foreign student who studies in the United States and the host community in which he or she lives. There are eleven regional chapters of NAFSA in the country and they periodically hold workshops on immigration, the counseling of foreign students, English as a second language, the admission of foreign students to universities and schools, and study abroad programs.

NAFSA has been very helpful in focusing on the socio-political issues in its field. For example, NAFSA was instrumental in encouraging the Immigration and Naturalization Service to recognize the needs and problems of Iranian students in the United States during this past year. For information about NAFSA write:

NAFSA
1860 19th Street, N.W.
Washington, D.C. 20009
(202) 462-4811

Thank you for bringing these matters to our attention. With your help and interest, we on the MATSOL Board feel that we can reflect the needs of the membership better in the coming year.

Dear Editor:

The possibility of organizing teachers of English as a Second Language on a state-wide, or an even broader basis, is being discussed and explored on various levels at the present time. The purpose of this letter is to relate the details of one attempt at organizing a group of ESL teachers which underscores the necessity for this organization. The experience of the staff at the Boston School of Modern Languages shows not only how great the need is to protect the rights of ESL teachers, but also indicates that a state-wide organization may have more power than the individual institutions involved.

Extremely low pay for teacher and clerical staff (teachers average between \$3.50 and \$4.50 for a 45 minute lesson; clerical staff, some performing duties requiring bilingual and multilingual skills, about \$4.15 an hour), virtually no benefits, and arbitrary hirings and firings made organizing a must for those employed at the Boston School of Modern Languages. Individual attempts to convince President Joseph DeMarco to provide better pay and benefits proved futile and often endangered that individual's position at the school. A majority of the teachers and clerical staff decided to seek representation with Boston's District 40, CESAE (Community Educational and Social Agency Employees).

After being informed of this effort at the end of April, Mr. DeMarco spent the month of May meeting with individual teachers and clericals, offering them raises, making anti-union speeches and applying pressure in general to "bust" the union drive. Still

unsure that his tactics had been successful, Mr. DeMarco reneged on an election to be held June 13, 1980, the purpose of which was to establish the union's majority position. A noon hour informational picket was then held to protest this move, and was followed by Mr. DeMarco's firing of six teachers, bringing the total firings to eight. The teachers were informed by phone on a Monday evening that there would "no longer be classes for them to teach" as of Tuesday.

Although the reason given for the firings was a decrease in the number of students enrolling, many of the teachers who were fired had seniority at the school; they also all happened to have been active in the union drive. Those teachers retained by the school were mostly those showing no interest or anti-union sentiments. After a second picket line was held to protest the firings, Mr. DeMarco fired two more picketing teachers, also because of "economic setbacks." New teachers have, however, been hired since then.

Besides these firings there has been a marked change in the operation of the school amidst Mr. DeMarco's union-busting drive. The gravest of these changes is that teachers with little or no experience have been allotted the bulk of the classes, while those with years of experience and assorted graduate degrees have been fired, lowering the quality of the classes noticeably. Structural "drill" classes, integral to the BSML program, have been eliminated and by large group "history lectures" of questionable value in a basic ESL course of study. Class size, averaging eight before June, now ranges upwards of twenty for some classes. The director of the language laboratory, where the students receive the core of their instruction in written English has been fired, and has not been replaced.

The end result of Mr. DeMarco's campaign is, therefore, a sharp decline in the educational standards of the school. Students are frustrated and unhappy with these effects; re-enrollment has also decreased at a point which is usually the peak season. This is a reflection of the priorities set by the schools administration. Ute DeMarco, wife of the president and director of the school, expressed this clearly in a recent statement: "Teaching standards at the school are not important to us at this point," she stated.

Situations like the present one at BSML are the possible scenario at many of the ESL institutions in Massachusetts, and elsewhere, when their teachers begin to demand the kind of pay and benefits they deserve. ESL is threatened with a shoddy, shady reputation at a time when it could be developing into an exciting new field with room for expansion and improvement. Organizing on a broad basis could provide teachers with a reasonable salary and a reputable job, and at the same time prevent ESL from developing into the ill-famed big business that it threatens to become.

Sincerely,
Jeanette Millard, John Robinson,
Carol Piniero, and Tom Ross

CETA Services in ESL

Very often when we meet with other ESL teachers from the Boston area, we are barraged with questions about CETA. "What is CETA?" "What kind of ESL students do you have?" "Is it a federally funded program?" "Who can apply for CETA?", etc. Many people have heard of CETA, but few actually know what CETA offers in terms of ESL for the refugees and immigrants coming into Massachusetts.

CETA, Federal Comprehensive Employment and Training Act, is a federally funded program designed to assist the economically disadvantaged, the undereducated, the underemployed, and the handicapped to gain skills necessary to gain employment. For those non-native speakers of English who are confronted by linguistic barriers to employment, ESL instruction is provided.

All CETA applicants meet with an Assessment Counselor soon after submitting their applications. At the Newton Area CETA, those applicants who are found to be "high" or "medium" priorities are the ones who usually get into the ESL program. The priority system we use targets people with special needs as determined by government statistics, such as: displaced homemakers, handicapped, minority groups, single parents, ex-offenders, veterans, women, persons of limited English proficiency, youth, and those in need of remedial skills. Since the ESL waiting list fluctuates constantly from being quite lengthy to

reasonably short, it is difficult to say how high on the priority list one must be in order to get accepted into the program.

Some of the refugees and immigrants come to CETA with marketable skills and years of experience in their field. Others come with no skills, sometimes no education, but usually with high hopes for a brighter future. Students meet with vocational counselors and together they devise an employability plan which may take from two months to two years to complete. Depending on the funds, the students may also be offered 1,000 hours of work experience either during or after participation in ESL classes, skills training, and/or on-the-job training (OJT).

The classes from survival English for the beginning level students to pre-vocational English for the intermediate to TOEFL prep for advanced students needing to pass licensing exams. In the pre-vocational ESL classes, reading the want ads, resume writing, interview skills, and understanding paychecks and taxes are emphasized. Students learn to use the telephone to respond to want ads. They participate in mock-interviews with other CETA staff members. They visit factories, personnel offices, hospitals, banks, and DES offices.

The amount of time a student spends in ESL classes depends on many factors: how quickly the person learns English, the level of English proficiency needed to enter their target vocation, how well the person is acclimating to this culture, and the person's age and health are some of these factors. The average length of time spent in ESL classes is six to nine months if the person comes in with little or no English proficiency. All students enrolled in ESL classes receive a weekly stipend equal to that of minimum wage. Welfare recipients continue to receive public assistance as well as a weekly incentive payment from CETA.

Every city and town in Massachusetts is serviced by its own CETA office or a regional CETA office covering many towns. Eligibility for CETA services is based on residency, income, and INS authorization. ESL programs are not uniform among all CETA's in the state and procedures may differ somewhat in different CETA offices.

Coleen Degan and Kathy Kuy,
Newton Area CETA

Book Review (continued)

later enabled a shy Thai student, in a real-life defense of a compatriot, to boldly challenge a block of Lebanese students and tell them: "But in Thailand if you clap your hands while the dancer is dancing she will think you want her to go away!" And that is the kind of feeling that I, like Maley and Duff, want my students to be able to communicate.

Eleanor Lander
English Language Center
Northeastern University

Teaching Ideas Telephone Tips

Using the telephone is one of the most difficult language activities for ESL students. The audio transmission can be less-than-perfect. The words are heard without benefit of accompanying gestures or lip-reading reinforcement. To speak, the speaker must talk into the phone more loudly and distinctly than many students are able or willing. However, if teachers can get their students to face these challenges, good practice in aural and oral skills results.

To develop confidence in using the telephone, and to improve general listening comprehension, calling numbers which play recorded tapes is highly beneficial. Within the Boston Central Exchange there is a wide proliferation of such numbers that are not toll calls. These tapes are from half a minute to five minutes in length, and vary widely in difficulty.

Students can call these numbers at their own convenience, without special equipment such as radios or tape recorders. They can call them from the privacy of their homes, or phone booths if necessary. A special advantage of these recordings is that they can be listened to repeatedly until satisfactory comprehension is achieved.

A list of numbers playing recorded messages follows. The order in which they appear is more or less in the order of their difficulty.

Time and Temperature: 637-1234. Skills practiced: numbers, Fahrenheit-Celsius conversion. Have students call at different times over a 24-hour period and graph the changes.

Weather: 936-1234. Skills practiced: weather vocabulary ("temperature, high pressure, low, humid, thunderstorm," etc.), numbers, compass points, directions, geography. Give students a mimeographed form to fill out with appropriate data. Have one student be "weather reporter for the day." Boston's variable weather provides a lot of interest in this activity. Note that this tape is read quickly. The readers for it have a wide variety of dialects, from South Boston to New York to Texas, which helps students feel comfortable with different dialects.

Massachusetts Association for the Blind: 738-1100. Skills practiced: general comprehension. Past tape topics include taste-testing job information, MBTA service alterations, Medicare benefits.

International Folk Tales: 864-8819 (Cambridge Public Library). Skills practiced: narrative comprehension. Stories of seasonal interest are read on a tape whose quality can be poor.

Center for Astrophysical Research (Harvard University): 491-1497. Skills practiced: scientific comprehension, geo-physical vocabulary. This tape reports very arcane data ranging from sunrise and sunset times to sunspot activity to earth's electromagnetic charge.

Massachusetts Audubon Society: 259-8805. Skills practiced: Greater Boston locations, bird-related vocabulary. This tape reports daily sightings of rare birds, and when and where they were sighted.

Dial-A-Prayer: 566-0125, 524-3133, 773-4500. Skills practiced: religious vocabulary, exposure to the rhetoric of prayer. The first number seems to be the most inter-denominational. Give these to religious students. Discuss how prayer language — conservative, constantly repeated, sacrosanct — tends to keep old language forms alive. Have students write prayers with the correct use of imperative mood.

TEL-MED (Blue Cross, Blue Shield): 482-3333. Times available: 8:30 until 8 p.m. Monday through Friday. Skills

practiced: general comprehension, medical vocabulary. Students choose numbered tape topics from a long list of medical and health topics. For example, 54: Birth Control, 10: Poisons in your Home, 5007: Cataracts, 183: Cancer, Seven Warning Signals. Brochures with the complete list can be acquired free by calling 956-2620. This tape library is wonderfully adaptable to many levels of English proficiency. The language of the tapes is not difficult, and the students already know information about many topics. Thus they can learn English vocabulary by plugging it into the framework of their existing knowledge. Prepare a handout asking comprehension questions about one tape. Have the students answer them collectively or individually, or as a quiz. Ask a student to select and report on a tape he or she is interested in. Other students can take notes about it. Students appreciate the chance to listen to the tapes privately and repeatedly.

Phone A Poem: 492-1144. Skills practiced: poetic comprehension. This poetry is read by the writers themselves. It tends to be quite avant-garde, so use this selectively with advanced students.

Museum and Art Information Lines:

Gardner Museum	734-1359
Museum of Fine Arts	267-9377
Museum of Transportation	426-7999
New England Aquarium	742-8870
Museum of Science	742-6088
Children's Museum	426-8855
Franklin Park Zoo	442-0991
Harvard Summer-School Artsline	495-2494
Jazz Line	262-1300
Boston Symphony	266-2378

Skills developed: listen for names, times, prices, dates, activities planned. Give students the list of these numbers with a scrambled list of names of the institutions. Usually the institution identifies itself immediately, but it is a good matching practice anyway. A more challenging exercise is to give hints to match each number. For example, clues might include: halibut (N.E. Aquarium), saxophone (Jazz Line), lion (F.P. Zoo), paintings (M.F.A.), physics (Museum of Science). These clues might also be cartoons, special vocabulary, or jumbled words, depending on the ability of the students.

Using the above and other phone numbers, students can try to find out other kinds of information. For example, the teacher could ask the students to find out the days of free admission to two museums; which two films can be seen for less than \$2 (by calling movie theaters), the price for an ounce of gold on a given day (available by calling coin shops which record this).

Branching into non-recorded kinds of phone information, there are limitless possibilities. For a scavenger hunt, for instance, the students might find out answers to these kinds of questions:

- Are there any available tickets for the next Boston-New York ball game?
- How often does X—Airlines fly to Washington?
- What is the cheapest price for Y-brand jeans in Boston?

Students can compete on this and other kinds of comparison shopping by telephone.

A last word about the advantages of the telephone: it is anonymous. Students can just hang up if they make a mistake or become embarrassed, or if they get a wrong number. On the other hand, they may enjoy talking to whomever answers!

Robert Gogan
Chamberlayne Junior College

Once Upon a Time . . .

Once upon a time, there were three cats — Mama Cat, Daddy Cat, and Baby Cat. This little family had a nice little house with a nice little yard, and they lived in relative bliss.

When they got hungry, the Daddy Cat would go out and find food for his family. The Mama Cat would prepare the food and keep the cozy little house in order. And the Baby Cat never feared to go out into the yard to play and enjoy himself. All was blissful until a big scary dog moved in next door to the cats. And one day, the Baby Cat went out into the yard only to return immediately, in tears and shaking all over. "What is the matter?" asked the Mama Cat in a concerned tone. "Why there is a big dog out there and I was afraid he would bite me!" exclaimed the Baby Cat. "Oh," said the Mama Cat, "I shall see about this." And she went outside to further investigate the situation. But almost immediately she, too, returned, in tears shaking all over. "Why there is a big dog out there and I was afraid that he would bite me, too!" exclaimed the Mama Cat.

"I will have none of this!" scowled the Daddy Cat. "No one in my family will be growled at by any dog." So Daddy Cat went outside. As soon as he approached the end of his yard that met with the yard of the dog, the cat was barked at and growled at by the canine.

Summoning all his strength, the cat lifted himself up on his haunches and loudly said, "Ruff, ruff! Bow wow

wow!!" to the dog. The dog immediately turned around, and ran back into his house, his tail between his legs in surrender.

"You see how important it is to know a second language!!" the Daddy Cat said instructively to his family.

THE END

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