

Jean Bodman (Ms. "No Hot Water Tonight") Speaks on F/N Approach

When is the last time you taught a student how to apologize — or how to apologize to a friend versus to a supervisor at work? Jean Bodman, Director of the American Language Institute at New York University, asked these questions and more during her address on the functional-notional approach to language teaching at the MATSOL Spring Conference.

Ms. Bodman first reviewed some language teaching history. She recalled that during the 1950's and early 60's its emphasis was on form, and one determined acceptability by applying phonetic, lexical, and syntactical criteria. But in the late 60's there was a growing belief that grammar could not be described apart from meaning, that

the social context of language was critical in determining its acceptability.

Linguistic research in the area concluded that there is a wide variety of rules, and that the major factors in determining acceptability in a given situation are not merely structural. Topic, the role of the speaker, the purpose for speaking, the channel of communication (spoken, written, etc.) and the key or tone of the communicator (e.g. serious, satiric) are also significant.

The result of all this, Ms. Bodman reminded us, was to make ESL teachers very uncomfortable. It became clear that we hadn't been teaching the real rules of discourse.

Functions and Notions

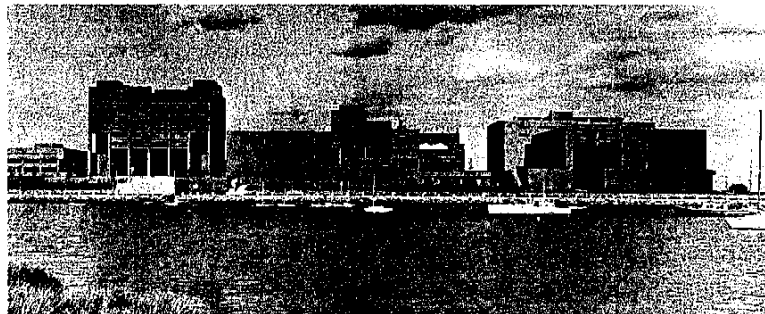
The functional-notional approach attempts to deal with these complexities. What are functions? Some examples include apologizing, forgiving, approving, greeting, and persuading. What are notions? Examples are being late, getting angry, and socializing. The functional-notional approach suggests that functions and notions should be the focus of language teaching and should determine the rules of acceptability for a given utterance or written sentence.

Ms. Bodman noted that this approach raises difficult questions in terms of material development and teacher presentation in the classroom. It also forces us to recognize that speech tasks are highly complex.

No definite solutions were offered, but Jean Bodman left us with the following guidelines:

1. Give students time to study and think through circumstances.
2. Let students work in groups and pool their language knowledge.
3. Avoid exclusively fact-related textbooks and use those which have a functional aspect or bias.
4. Perform the same dialogues in different contexts and tones.
5. Maintain an atmosphere in your classroom which encourages risk-taking.

Kathleen Riley
MATSOL Member-at-Large



U Mass Boston, Harbor Campus

Fall Conference — "Refugees" — at U Mass

Saturday, October 18, 1980, MATSOL will host its tenth annual Fall Conference. The conference will meet at the beautiful University of Massachusetts at Boston, Harbor Campus, in the College 2 Building.

"Refugees: Pre-Settlement, Settlement, and Post-Settlement" is this fall's theme. A keynote speaker will address the group; then, a number of special sessions will meet to focus on issues such as the Refugee Act of 1980, Hispanic family counseling, teacher training, and immigration law. The special areas of Indochina and the Caribbean will receive primary attention, being today's main sources of refugees.

Lunch, reasonably priced, will be provided in the College 2 cafeteria. The splendid view of Boston Harbor from the floor-to-ceiling windows of this room is said to rival that from "Anthony's Pier 4"

Restaurant. A social hour and MATSOL business meeting will close the conference.

The campus is located on Morrissey Boulevard, Dorchester. A map will be included in a forthcoming flier. Public transportation to the campus is excellent: take the ASHMONT branch of the Red Line to Columbia Station. A free shuttle bus leaves Columbia Circle every 15 minutes. Follow the signs to registration on the third floor of the College 2 Building.

As always, the conference will be a chance to reconnect with old friends and make new ones. Remember that the Harbor Campus is adjacent to the John F. Kennedy Memorial Library. Why not tour it after our social hour?

A flier listing speakers and a schedule of the sessions will be mailed shortly. See you at the conference!

MASSACHUSETTS ASSOCIATION FOR TEACHERS OF SPEAKERS OF OTHER LANGUAGES

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Special thanks to: Paul Kreuger, Lavonne M. Krishnan, Kathleen Riley, Edgar Sather, Wendy Schoener, Penny Shaw, and Catherine Tansey.

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

The MATSOL Newsletter
Robert Gogan, Editor
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Articles should be typed, double-spaced, with a margin of 40 characters. Next deadline: Nov. 28.

NOTES FROM THE BOARD: Presidential Thoughts

August 20, 1980

Over the course of our summer Board meetings, the issue on which we have logged the most deliberation hours has been "the future of the job bank."

Our "Platonic idea" of the job bank involves easy accessibility for both employers and eager ESL teaching job seekers. We investigated the feasibility of elaborate phone answering services (very expensive) and sought an individual in the MATSOL membership who might take it on ("very time consuming," "I can't guarantee daily availability"). Now we are looking for an institution which would provide employer listing capability and employee service. Our search goes on with Kathy Riley forging the way. We have set the September 7 Board Meeting as zero hour, at which time the new system will be finalized and inaugurated

Have you ever stopped to consider what is involved in getting out a newsletter such as this one? — assigning articles, getting them in from the writers, doing layouts, writing headlines, proof reading, mailing. It boggles the mind. MATSOL has been fortunate in having Cathe Tansey as Newsletter Editor for two years. In addition, Cathe has served on the Board for four years. Cathe, I express the gratitude of all of us for your dedicated service which has produced such a valuable informative and educational link between us all. The Board members will miss your wit, sensitivity, boundless good will, and capacity for hard work.

Cathe's place as Newsletter Editor and Member of the Board has been taken by Rob Gogan, ESL instructor at Chamberlayne Junior College, who has assisted Cathe during the past year. He has taught ESL at Northeastern University, Nasson College in Maine, the American Language Academy in Wellesley, and in Iran

In this issue of the Newsletter you will find a short article about a directory MATSOL is publishing under the title, "Massachusetts ESL Directory: Programs and Employment Conditions, 1980 Edition." This edition, which has been compiled and edited by a group of MATSOL members, will soon be available to all MATSOL members. The Board extends its appreciation to

Darryl Kahn, Paul Kreuger, Amy Lepon, Donna Nathan, Elizabeth Selim, and Samuel Smith who have given so many hours to the completion of this worthwhile task. (Editor's note: see article on page 5 for further details.)

. . . This summer the Board has had as a major project the revision of the MATSOL Constitution. The project began innocently enough with an initial concern for redefining the position of Secretary-Treasurer which had become far too cumbersome and wearisome a job for one person to manage. One thing led to another, however, and we realized the need to re-think the purposes of the organization, the duties of the officers, the nomination procedures, the *raison d'être* of the ancillary committees. The various sections of the constitution have been rewritten by small teams of Board members and at the September 7 meeting the final draft of the revised constitution will be discussed, debated, and approved. This revised constitution will be sent to all MATSOL members in late September so that everyone will be able to study the document prior to its ratification at the business meeting during the Fall Conference on October 18

I regretfully announce the resignation of George de George as Secretary-Treasurer of MATSOL. His decision underscores the Board's realization of the fact that this particular MATSOL job has become too big for one person. I have appointed Lillian Connell, ESL teacher in Lynn, to temporarily fill the position of treasurer and membership secretary.

Edgar Sather
MATSOL President, 1980-81
CELOP, Boston University

ESL in "The New Yorker"

See *The New Yorker*, July 7, 1980, for a short story based on teaching ESL in Boston. "Mr. Bonito" by David Plante recounts the adventures of a teacher at a private ESL school on Newbury Street. Will the real David Plante please stand up?

THE NEW ADULT ESL SERIES THAT'S FUNCTIONAL, ECLECTIC, AND SURVIVAL-SKILL ORIENTED



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 Book

Adult-oriented content/
exercises

Functional
and Structural
Objectives

Motivating,
student-directed
activities
(puzzle)

Grammar introduced and
practiced *in context*

SPEAK AND WRITE!

T: Did you go food shopping yesterday?
 S: Yes, I did. or No, I didn't.
 T: Did you go to work yesterday?
 S: _____
 T: Did you walk to school today?
 S: _____
 T: Did you eat breakfast today?
 S: _____
 T: Did you watch T.V. yesterday?
 S: _____
 T: _____?
 S: _____

DIALOG 2 Mrs. Tran is talking to her husband.
 Mrs. Tran: Let's go shopping today.
 Mr. Tran: What do we need?
 Mrs. Tran: We need rice, eggs and fish.
 Mr. Tran: O.K. Why don't we go to Farmer's Market?

CIRCLE PRACTICE

S1: What do you need from the store today?
 S2: I need milk and bread.
 S2: What _____?
 S3: _____

YOUR TURN!

Here is Ana's shopping list:

milk	eggs
fish	rice
tea	bread

SPEAK AND WRITE! When students have discussed answering the questions orally, we then ask as well as answer. Then have them write their answers.

YOUR TURN! After students answer the question, "What do you need from the store today?" have them write down the items introduced and teach like it is "What else do you need?"

TEXT ONE
fifty-seven/57

LESSON NINE

How Much is the Rent?

FUNCTIONAL OBJECTIVES

- Ask about and discuss apartment rental
- Describe apartments and their occupants
- Introduce people/socialize with others
- Describe location of objects

STRUCTURAL OBJECTIVES

- Use to be - adjective in statements and questions
- Use question words *how much* and *where*
- Recognize negative constructions with to be (it isn't/it's not)
- Use prepositional phrases of place

WHAT'S HAPPENING?

62/sixty-two

WHAT'S HAPPENING? Have students try to describe the scene before looking at the next page. Encourage them to speak freely.

SAV IT!

Rd.	- Road	Ave.	- Avenue
St.	- Street	Ln.	- Lane
Dr.	- Drive	Cr.	- Circle
Cl.	- Court	Bvd.	- Boulevard

CROSSWORD PUZZLE Fill in the puzzle. Use the clues.

Across

- Rd.
- Ave.
- Dr.
- Cl.

Down

- Bvd.
- Ln.
- Cr.
- St.

WHAT'S HAPPENING?

EACH OUT!

Write directions to a well-known location in your city. Start from this school. Your classmates will try to guess the name of the location.

LESSON SIX
46/forty-six

SAY IT! Put the abbreviations on the book. Explain that the abbreviation is pronounced the same as the word.

REACH OUT! It may be useful to have students bring in city maps and review them before the activity. A city map is too complicated for a simplified version on the 40th page activity.

Communication stimulators
(What's Happening?)

Application of language
skills *outside class*
(Reach Out!)

Marriage of
traditional and
innovative
techniques

Personal
Involvement in
each lesson
(Your Turn)

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teacher notes

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SRA Reading Laboratory 3a by Don Parker 1973: Science Research Associates, Inc.

"The reading selections are very interesting for adults because they contain many kinds of cultural and historic topics . . ." L.S.

"The SRA is a good system for reading and comprehension, and to know how much the student can understand." S.K.

These were some of the student comments I received on written evaluations after using the **SRA Reading Laboratory 3a** with two different intermediate level ESL reading classes at Northeastern University. For the most part, the SRA system was well received by the students. After the initial confusion of the training period, the students became so totally absorbed in the readings they often weren't ready to stop at the end of the class hour.

What is this SRA which keeps students quiet for an hour, you ask?

Students Fascinated

The **SRA Reading Laboratory** is a reading system designed to improve reading comprehension and speed through sustained use at each individual's own level. It is composed of individual reading selections divided into ten color groups. Each color group represents a different level. Within each level there are fifteen reading selections on a wide variety of topics. Following each reading selection there are six to ten comprehension questions, depending on the level, and an extensive section of vocabulary exercises.

Included in the student handbook is a set of timed tests which are administered to students on the first day to determine each student's level. Once the levels are established, students begin reading a selection in the appropriate color and doing the exercises on special answer sheets. Students then correct their own answers with color-coded answer cards, determine their percentage of correct responses, and record it on a progress chart. They are then ready to read a second selection in the same color. When they have

achieved a score of 80 percent on three readings of the same color, they may graduate to the next color.

All of the students enjoyed the variety of topics included in the readings. There always seemed to be topics the students were interested in no matter what the level. The selections are diverse and timely. Some of the more popular articles among my students dealt with such things as dreams, whales, wildlife, language, history, mystery, and human interest.

Memory Not Tested

The reading comprehension section includes a number of different question types (fact, main idea, conclusion, inference) in a multiple choice format. These questions do not test memory. Each paragraph of the reading is numbered and each question has a number following it which indicates the paragraph that contains the correct answer. Students may refer back to the reading as often as is necessary. For both the reading and the exercises, each student works at his own speed, although reading and working time should be recorded and plotted on the progress charts. The desire for upward movement on the progress chart becomes a strong motivating force.

Although some teachers use the vocabulary exercises, I personally feel that they are too time-consuming — especially when the SRA is used in class. Many of the vocabulary exercises are aimed at American elementary school children, for whom the SRA was originally designed. One exercise, for example, asks the students to match animals with collective nouns, i.e. flock—bird, herd—cow. Although this might be interesting, ESL students would have difficulty completing this exercise without looking each word up in a dictionary. Since our goal is to prepare students for academic study, I find that doing a second reading instead of the tedious vocabulary exercises is better use of limited time.

In addition to these reading selections, the **SRA Reading Laboratory** includes a set of cards designed to improve reading speed. Each card contains a short reading passage and six to eight comprehension questions. Again, there is a set of cards at each level. Students are given three minutes to read the passage and complete the questions. Answer keys are provided for self-correction. I used this part of the Reading Lab very little because my ESL classes did not respond well to the pressure of timed readings.

What, you may ask, is the teacher's role in all of this? After the initial training and testing, the teacher monitors the students' progress, assists with difficult vocabulary, and answers questions. But, in fact, a complaint I received from a class which used the SRA for eight consecutive classes was that they really did not need a teacher to use the SRA.

To solve this problem we have devised a system at Northeastern whereby students can use the SRA without using classroom time. After the initial orientation to the system (usually taking two days), which is most easily done in the classroom, the SRA box is set up in our Learning Resource Center (language laboratory). The students are given answer sheets and progress charts and are asked to read at least five to six selections per week in the lab.

Work at Own Pace

As mentioned earlier, when they have gotten 80 percent on three readings of the same color, they move up to the next color. Once a week the progress charts and answer sheets are brought to class so that the teacher can check the students' progress. The students seem to enjoy this outside reading, and although some work harder at it than others, they are all anxious to progress through the different colors.

It should be noted that the work we have done so far with the **SRA Reading Laboratory** has been with "Box 3a" only. It seems quite appropriate for intermediate classes, although I have had several slow students who have struggled with the lowest level. Of course there is a number of other boxes available which would be more appropriate for low or advanced level classes.

Using the SRA outside the classroom is an excellent way to give students exposure to a wide variety of subject areas at controlled reading levels. The benefit of the student working at his own level and at his own pace cannot be underestimated. I have found that slower readers who are placed in the lower colors tend to work the hardest to pull themselves up. I am continually amazed at how absorbed the students become when using the SRA, and I'm convinced that it would be a useful addition to any reading program.

Lavonne M. Krishnan
Northeastern University

L.M. Krishnan

WHAT'S NEW?

COLLOQUIAL ENGLISH, HOW TO SHOOT THE BREEZE AND KNOCK 'EM FOR A LOOP WHILE HAVING A BALL, BY HARRY COLLIS. ILLUSTRATED BY ARNIE LEVIN. COLLOQUIAL TERMS, EXPRESSIONS, AND REDUPLICATIVES TREATED. DUE IN EARLY 1981.

PICTURE IT! SEQUENCES FOR CONVERSATION. HIGH BEGINNING TO INTERMEDIATE STUDENTS CAN PRACTICE ENGLISH BY DESCRIBING SEQUENCES OF PICTURES. DUE LATE 1980.

REACT INTERACT BY DONALD R.H. BYRD AND ISIS CLEMENTE-CABETAS. TWENTY-TWO SITUATIONS TO STIMULATE REAL COMMUNICATION.

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Parlor Games, Part 1: "Charades" to Toothpicks

While many of the parlor games that have been popular with Americans for generations seem inappropriate for the ESL classroom, several can be adapted and used profitably for oral practice. "Botticelli" is accessible to students if they can ask simple yes-no questions leading to a guess of who s/he might be. "Are you dead or alive?" and "A man or a woman?" are sample questions. "Charades" can be simplified by concentration on specific areas of vocabulary (e.g., professions: painter, athlete, fisherman, etc.), verb tense coordination ("He was taking a shower when they knocked at the door"), or two-word verbs (call up, put on, look up).

Deprivation

Besides these games, well-known to language teachers, I have found other parlor games to be of particular use both for reinforcement of grammar concepts and for inspiring students' imaginations. The first, "Deprivation," is taken from *Parlor Games* by Nora Gallagher, Addison-Wesley, Reading, MA, 1979. To begin this game, each student takes five toothpicks. Each then takes a turn saying one thing s/he has never done ("I have never been to Spain"). Everyone who has accomplished this must give a toothpick to the "deprived" player. The student must seek usual enough events so that

someone will have experienced them, since "I've never been to the North Pole" will not win toothpicks.

Besides providing an illustrative use of the present perfect tense, this game can be useful for introducing typical game vocabulary, such as take a turn, play out of turn, drop out of the game, run out of toothpicks. The game is generally played for a limited time, after which the person with the most toothpicks wins. Those who lose all their toothpicks before the end drop out.

The second game, "Cadavre Exquis," is the well-known procedure of agreeing upon a skeleton phrase and having each player fill in a part without seeing what the others have written. The skeletons can be determined by what the students have been learning.

Examples: — There's a (noun) on (place) at (time).

— (Name) was (verb)-ing with (name) while (name) (verb)-ed.

— (Name) was last seen in (place) with (name).

After the skeleton is selected, each student is given a piece of paper long enough to be folded over a few times. Each is responsible to write (if using the first skeleton) "There's a" on the top of his/her paper, filling in the blank with any chosen noun. The paper is then folded and each player passes to the right. Each player then writes on the newly received sheet, "on" again choosing the place arbitrarily. At the end, the papers are unfolded and read. It requires little literary flair from any one student to produce witty sentences: "Our teacher was last seen in a salad bowl with Walter Cronkite."

Wendy Schoener
Boston University

ESL Directory Coming

MATSOL is publishing a directory of programs and employment conditions in Massachusetts. The **Massachusetts ESL Directory** was compiled by members of a task force which emerged from the Socio-Political Concerns Meeting at the MATSOL Spring Conference. The aim of this task force was to carry on the work done by Moussouris and Makay at the 1979 TESOL Convention in Boston.

The group decided to focus on programs in Massachusetts and survey all the programs for information about teacher working conditions including status, salaries, benefits, and teaching load. They hope that their report will be useful to MATSOL members who are trying to upgrade the working conditions in their own institutions and to members looking for jobs.

The directory includes listings from colleges, secondary schools, private language schools, community programs, and in-house programs in private industries. Although the task force recognizes that there are likely to be some programs which it did not find out about, it believes that MATSOL's decision to make the directory available to the membership as a whole will spur others on to volunteer information to an updated version which will hopefully become an annual service to the members of MATSOL.

The directory will be available to the MATSOL membership at the Fall Conference. If anyone wants to receive the directory before that, send 1980-81 membership dues to the acting Secretary-Treasurer, **Lillian Connell, 43 Gregory Street, Marblehead, MA 01945.**

Paul Kreuger
Northeastern University



c/o Robert Gogan, Editor
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