

Fall Conference at UMass: Refugees and Immigrants of the 80's

Looking out over Boston Harbor, watching seagulls drift upward in the gray sky, comfortable with coffee and donuts, the membership of MATSOL met for its Fall Conference at UMass, October 18, 1980. The theme was refugees — their story and their effect on our profession. To quote one representative participant, "I relished the chance to meet over a theme that was less concerned with methodology, and more concerned with the basic human needs which we teachers must take into account."

President Edgar Sather kicked off the conference by welcoming us, and consoled any would-be foliage watchers by bringing forth an authentic Vermont maple branch, replete with golden leaves. The keynote speakers were Oliva Espin, who spoke in the morning on "Sex Roles and Acculturation in the Immigrant and Refugee," and Evelyn Lee, who spoke after lunch on "Adaptation and Stress among Refugees."

We heard other speakers in the morning, including Jaime Wurzel, who described "Cultural Differences in Perception." A talk on immigration law and foreign students was given by Harvey Kaplan. "People without Mother Tongues" — about Anglo prejudices against Caribbean languages — was Gerald Murray's topic. Gertrude Scott reviewed details of funding job training through government programs.



Ms. Evelyn Lee

In the afternoon, Moira Lucey and two Indochinese refugee workers spoke on refugee settlement. Coleen Degnan and Kathy Kuy talked about job training through CETA. A film called *Room for All* was shown by a representative from the New England Institute on Pluralism. "The Puerto Rican Student" was discussed by Miriam Salome-Haven.

A lightning-quick business meeting sealed the new constitution, and we ended a productive day.

Some of the day's speakers are described more fully below.

Robert Gogan
Chamberlayne Jr. College

Sex Role Crises

"In the difficult adjustment to the new country, immigrants and refugees alike face frustration and bitterness due to the new language, culture, and weather. They step back to the old securities and hold all the tighter to the values and traditions of the old place." According to Dr. Oliva Espin of Boston University, some of the most tenacious of these values involve sex roles and interaction between generations — causing stress where new values collide with old.

Speaking as one who came as a refugee from Cuba in 1960, Dr. Espin discussed one of the most difficult adjustments for a refugee family: finding employment. Often the mother is the first to find work, since low-wage housekeeping, cleaning, and sewing jobs are plentiful. The husband — usually trained in a more prestigious skill — has more difficulty finding a job.

Thus the former husband-wife roles as breadwinner-homemaker are reversed, and can remain so for many months or even years. Remembering old customs, the husband is uncomfortable with this, and friction develops between husband and wife. Once the husband eventually finds work, new stress can arise when the husband expects his wife to resume her old role. But often she has enjoyed the independent experience of working on her own, and she chafes at being told to stop.



Dr. Oliva Espin

Dr. Espin also cited conflict between generations. This could occur when children go to school in the new culture and adopt it faster than their parents. However, students are reluctant to let go of their parents' culture. Dr. Espin relates the double alienation this can cause: "At Miami High School, teachers complain that Cuban students speak Spanish. Yet parents complain that they speak only English at home."

If the children speak only English at home, it prevents communication between themselves and one or both parents. Often an elder daughter is pegged as the family "translator" — one without whom the family can not communicate. She is then tied down to wherever her family is. Mother-son conflicts are often caused by the son's use of drugs, which is so upsetting to the mother that she must turn to drugs of her own — notably Valium.

Cultural similarities between the old and new cultures help speed acculturation. However, differences invariably exist. One example points out the difference of the world view of the U.S. white middle class and that of many Latin countries. The U.S. outlook puts the locus of control inside the individual. The Latin view is that the control is external. Is a millionaire a hard worker, or just lucky? Newcomers must accommodate these new cultural perspectives, without squelching their old ones and

(Continued on page 5)

MASSACHUSETTS ASSOCIATION FOR TEACHERS OF SPEAKERS OF OTHER LANGUAGES

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

Articles should be typed, double-

spaced, with a margin of 40 spaces.

Next deadline: Feb. 16.

NOTES FROM THE BOARD

Why is it that anything that smacks of a MATSOL "business" meeting always drives the membership away in droves? Even at the Fall Conference when we had so cleverly scheduled the meeting for the ratification of the revised constitution at one end of the large conference room, with the refreshment table at the other end, only board members and die-hard MATSOL members put in an appearance. But there *was* a business meeting, and after a brief discussion, highlighted by a technical question by Bambi Zimmerman and a stirring endorsement of the proposed document by past President Amy Lezberg, came the vote. Fortunately, the ratification rule states that a "majority of those present at the assigned meeting" constitute a quorum. So, MATSOL now has a new constitution which, the Board believes, will help us more efficiently handle the affairs of the organization.

* * * *

At the November 13 Board meeting, the members present approved a "for the time being" MATSOL job bank plan which was made possible through the generous volunteering of time by members Eileen Nam and Janet Towse. Directors of ESL programs in the area have received an announcement of the service and have been encouraged to forward news of job openings either to Eileen or Janet. These directors and MATSOL members interested in information and MATSOL members interested in information about positions may call Eileen on Tuesdays and Thursdays, 11:20 a.m. to 12:20 p.m., at 287-1900 x 2716; or Wednesday evenings between 8 and 9 p.m. at 288-6034. Janet covers Mondays from 7 to 8 p.m. at 471-7585.

* * * *

The Winter Social will again be strictly social. Someone on the Board usually encourages us to include something "uplifting", "edifying", or "academic", but the Board strongly resists. No, the there-should-be-one-time-when-the-membership-can-get-together-with-no-agenda philosophy wins the day.

The interesting hidden agenda of course does include sharing of job availability information, sotto voce disclosing of teaching ideas, updating of personal news, light banter, and just plain blatant gossip. And Steve will be dusting the ivories to add to a laid-back ambiance at Harvard's Ticknor Lounge. Look for the announcement of the Social elsewhere in this issue. Then, plan to come!

In Memory of Alex Lipson

The field of second language teaching has lost one of its most vibrant, creative members with the death this fall of Alexander Lipson. Alex will be fondly remembered by the hundreds of high school and college students throughout the country who have learned the Russian language using his delightfully zany, though linguistically sophisticated Lipson Russian text. He will be warmly remembered by the many graduate students at Harvard School of Education who had the privilege of studying under him while he was in charge of ESL teacher training there during the mid-seventies. He will also be remembered by the many MATSOL members who were inspired by attending workshops where he demonstrated his famous "Lipson box drills."

The zest and imagination which Alex brought to language teaching has had a lasting influence on all of us who were fortunate enough to know and study under him. We will never forget his sharp, analytical mind . . . his creativity and originality . . . his thoroughly captivating sense of humor . . . and most of all, his spirit for life! He will be very sorely missed.

Newsletter Notes

In this issue, you will find an interview with Steve Molinsky and Bill Bliss. It recounts the history of their book, *Side by Side* (I & II) and their success since publication. In future issues, we'd like to interview other MATSOL authors about their creations. After all, it's a shame not to meet the ESL stars in our midst . . . In the same spirit, we have interviewed a local star in the ESL publishing world, Rupert Ingram of Newbury House. His story is an inspiration to anyone in the profession . . . We seem to be short on material from the Elementary/Secondary SIG. There are many bright teaching ideas, thoughtful insights, and appropriate book reviews looking for authors in this area.

R. G.

MATSOL 1981 SPRING CONFERENCE CALL FOR PARTICIPATION

The Massachusetts Association of Teachers of English to Speakers of Other Languages is inviting proposals from individuals wishing to present papers or conduct workshops at the MATSOL 1981 Spring Conference to be held at Northeastern University, March 27 and 28, 1981.

We are interested in proposals from *all* of you — classroom teachers, teacher-trainers, material developers, curriculum designers, researchers — and encourage educators from all levels of teaching — elementary, secondary, college, university, adult — to participate. With your interest and contributions, you can help make this MATSOL conference a stimulating and successful one.

PROCEDURES:

BEFORE JANUARY 26, 1981, send the following items to the address below:

- I. Four copies of your 200 word typewritten proposal, one with your name, address and telephone number in the upper right hand corner, the other three copies without this information.
- II. One typewritten page which states:
 1. Your name, title, affiliation, mailing address and phone number.
 2. A 25 word summary of your presentation, suitable for inclusion in the program.
 3. Whether your presentation will require 1 hour or 2 hours.
 4. Whether you have a preference for the date of your presentation.
 5. A list of all equipment that you require.
 6. The primary audience(s) for whom your presentation is intended.
 7. The number of participants that can attend. Sessions will be considered open unless otherwise specified.
 8. If a special seating arrangement is desired, please specify.

MAILING ADDRESS: Vivian Zamel
English Department
University of Massachusetts
Harbor Campus
Boston, MA 02125



1981 TESOL CONFERENCE

Teachers of English to Speakers of Other Languages

*An International Professional Organization for Those Concerned with
the Teaching of English as a Second or Foreign Language and of
Standard English as a Second Dialect and Bilingual Education*

cordially invites you...

*... to study the nature of language and all the academic disciplines
which contribute insights into the nature of teaching and
learning language and the relationships between the two.*

*This celebration of language will take place at the
1981 TESOL International Conference Detroit, Michigan USA
Detroit Plaza Hotel Renaissance Center March 3-8
Mark the place and dates!*

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Non-*TESOL* members may obtain detailed information by writing to *TESOL*, D.C. Transit Building,
Georgetown University, Washington, D.C. 20057 Telephone 202/625-4569



This card game is a valuable pedagogical tool in that it removes the focus from the teacher towards the student at a critical stage in the student's language development.

Jeffrey Di Iuglio
ELS Language Center, Boston

Stacking the Deck

The following card game has proven to be a highly successful way for beginners to learn to manipulate the structures and word order of English. It is very adaptable to many different structures and touches on a range of linguistic skills: reading, writing, and speaking.

The only materials required to play the game are construction paper, scissors, and colored markers. Cut the construction paper into pieces the size of a playing card. On each card print one word until a sentence is formed, for example: "Carlos, writes, a, letter, to, his, mother, every, week." On the other side of each appropriate card, print "Who, write, does/doesn't, what, when, how often." There should be a separate card with a period and a question mark.

Each stack of cards should have a different sentence. The instructor should place the students into pairs. The instructor says, "Stack the deck: give me a sentence beginning with *what*." Student 1 must deal out "What does Carlos write?" Student 2 removes unnecessary words in the pile and places them in a separate deck. Student 1 dictates to Student 2 the correct utterance. Student 2 must orally produce the message to the teacher, and write the message.

With this card game, a student at a very elementary level can have the opportunity to see, touch, and manipulate the structures of English, orally use the language, and at the same time be involved in communication with another student. The card game lends itself to the dyad approach, as students work together to switch and move the cards according to the instructor's directions.

In addition, the teacher can ask the students to read a message that s/he has dealt, then monitor decoding and pronunciation. The cards also graphically show how a student's error can be corrected by switching the cards. This encourages student self-correction and activates an attention to tense markers. Here is a very common error that the student might construct from the deck: "Carlos doesn't *writes* a letter every week." By constantly moving, re-stacking, and dealing out the cards, the students can see and break this habit.

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Alphabetical Disorder

It was one of those moments when I found myself standing in a classroom — realizing something was wrong. Something was not connecting . . . something must not be as I thought it was. It was a (literate) beginners' class, small, about six or eight students: one Chilean, one Turk, the others Indochinese. As a "quickie," I had thrown out what I thought to be a simple exercise: a list of the 50 states and their two-letter abbreviations. Having worked on saying the alphabet, pronunciation of the letter names, and the convention of abbreviation, I intended this list to provide an excuse for their realistic use, as well as, in passing, exposure to the names of the states. I handed out the list and asked, "What's the abbreviation for Montana?" Silence met me. "Do you see 'Montana?' What's the abbreviation?" Nothing. Now, *some* students *tell* you when they don't know what you're talking about; some complain, some even make an uproar. Not these. A small room, full of bowed heads intently staring at the papers before them. The silence was bouncing off the walls by this time — and that's where we came in above.

"Look," I told myself. "While this is crystal clear to you, it obviously isn't to them. And these are intelligent people. They're not stupid, and you haven't explained this *that* badly, so . . . What do you suppose is in *their* hands? Certainly not what's in mine! . . . Back to the drawing board."

As I pondered it later, I tried to fathom what was involved in the task I had requested: first, you have to be able to isolate the beginning sound of an aural stimulus and associate that with a letter of the alphabet. Next, you have to be able to locate those letters in a list. Right away, two things are pre-supposed: 1) expertise in encoding sound to graphic symbol and 2) assumption of the alphabetical ordering principle.

The first, I realized, is not as obvious as one might think, especially for students from non-alphabetic language backgrounds. For one thing, students (initially at least) are more accustomed to seeing a written cue, copying it, and learning to pronounce it than the other way

around. For another thing of course, English orthography is not a consistent one-on-one phonemic system (what letter does "umbrella" start with? "about?"; "suit?"; "city?"; "cat?"; "kitten?").

As for the concept of alphabetical ordering, there's more to it than just learning to "say the alphabet." One must understand that *the order of the letters has a significance*. For ideographic language speakers, this is not axiomatic: Chinese, for instance, is ordered (as in a dictionary) in part according to the number of strokes in the symbol. Students of English therefore have to be acquainted with the ordering principle as well as possess facility in its application: you look at the end of the list for "Wyoming" because "w" is at the end of the alphabet!

"Just Dial 411!"

It is easy to see that this simple little stratagem is of elemental and pervasive importance in our culture: think of all that is alphabetized! Let's take a closer look at just one: the phone book. In order to use a phone book, one must be equipped with an astounding arsenal of knowledge. Suppose I want to call my friend, Sally. First, I have to know that her last name is Smith and that names of individuals are listed by last name. (Arabic convention orders listings by first name.) Then I have to know that if the individual is married, phone numbers are often listed under the husband's name. So, I have to know that her husband's name is Bob. Which will do me no good unless I realize that "Bob" is only a nickname for "Robert." And even then, unless I understand that "Robt" is an abbreviated form of "Robert," I will be out of luck. Knowing that her husband is a doctor will assist me in selecting the *correct* "Robert Smith" — but only if I know that "MD" after a name in the phone book gives me that information. Likewise knowing that she lives in Brookline could help, if I were to recognize "Bro" . . . in addition, I should look under "int" for "International Institute," not "ins," and "trans" for "TWA," but "NCR" for National Cash Register — which is *before* "na"! And should I be looking for "Mt. Auburn Hospital," I must look under "mo," and . . . all of which is to say, we should make sure our students know about "411"!

Elizabeth Storey Selim
International Institute

FALL CONFERENCE Sex Roles

(Continued from page 1)

assimilating. Totally embracing the new culture and abandoning the old is a certain route to neurosis, according to Dr. Espin.

Refugees Don't Choose U.S.

Circumstances leading to the arrival of the newcomer greatly influence acculturation. "Immigrants have chosen their new country; refugees have been pushed to it," Dr. Espin says. Thus immigrants tend to be better motivated, in language as well as other aspects of culture. There is no need, though, to learn English, for a refugee who expects to go home as soon as conditions there improve. And most refugees do expect to return, according to Dr. Espin. She recalled with poignant irony an experience she had in the early 60's. "We passed by a Lithuanian ethnic festival with native dress and dancing. 'Poor souls,' we Cubans told each other. 'They've been here for 20 years and they still think they're going back next year.' We didn't see the naiveite of our own expectations of returning to Cuba the following Christmas. Now we too have been here 20 years." Thus ESL teachers often have to push their students to show them that they should learn English immediately. It will help them however short — or long — they end up staying here.

R.G.

Refugee Stress

"To whom do I belong? What is my country? Why am I safe, while the others are still in danger back there?" These are some of the confused, anxious thoughts which trouble refugees, according to Evelyn Lee of the U.S. Office of Refugee Affairs in Washington, D.C. Ms. Lee recounted the history of Indochinese flight out of Vietnam, Laos, and Cambodia since 1975. Her primary focus was on migration to the U.S.

This migration came in two waves: the first between April 1975 and December 1977; the second between January 1978 and the present. The first wave consisted of about 250,000 Vietnamese refugees — mainly people who were educated, associated with the U.S. military effort there (or at least familiar with it), and adaptable due to the conditions of war they were used to. The second wave — the "boat people" — includes Vietnamese, Cambodians, and Laotians, who endured great stress in

passage through the jungle and across the water in small boats. This group tends to be less educated and less well acquainted with U.S. culture and language.

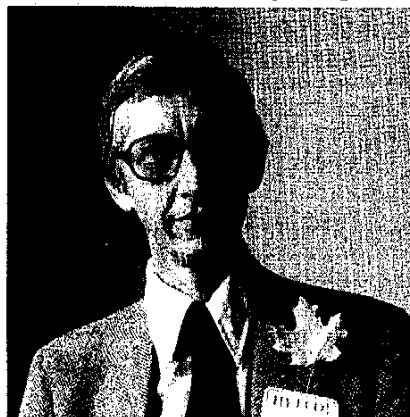
Bureaucracy and Boredom

The first problems these refugees face involve bureaucracy. Then come the physical, cultural, and emotional shocks. First, the bureaucratic paper work can keep them waiting in camps for months. It is extremely boring and frustrating, tied up with red tape from many countries, and long-lasting. The refugees are often blamed or feared for the exotic diseases they might be carrying. So they must receive medical clearance before entering the U.S. Most of the refugees want to live in California, since there are many other Southeast Asians there and the climate is similar to their native country. This state has 135,000 of the 415,000 Indochinese refugees now in the U.S. But the government tries to distribute the refugees to other parts of the country. Massachusetts has about 6,500.

Then there is the physical shock. The Indochinese refugee has been on the run for months and years. He has traveled, possibly, from China to North Vietnam to South Vietnam to a re-settlement camp to the U.S., and it is a shock to finally stop traveling.

Culture shock can be severe, especially for certain age groups. The main problem is that Indochinese culture is very family oriented, whereas U.S. culture is more individually oriented. Due to the family orientation, many Indochinese want to be with their extended family. They want to be with their relatives here from Indochina. They want to honor their old members, not ignore them as is often done here. They do not want welfare or handouts, which embarrass them.

The emotional stress faced by refugees differs according to age, sex,



President Edgar Sather with Vermont Maple leaf

and job training. "The best kind of refugee for resettlement is the one who feels that 'I'm OK — U.S. is OK too,'" says Ms. Lee. This tends to be the attitude of the young, by and large. Middle-aged and old men have more problems, though, because they refuse to accept the new culture. These men have suffered a severe drop in status and economic stability — even if well-trained for a prestigious job at home, they can not work here in the U.S. Unattached women, divorcees and widows, belong to a high-risk group. They feel incomplete without their men. Older women will tend to fare well, if they are with their families. Productive-aged women tend to run into marital conflicts. Echoing Dr. Oliva Espin from the morning session, Ms. Lee claimed that a common scenario was for the women to find a job well before the men, mostly because there is greater need for the unskilled labor they are willing to do. Ms. Lee feels that Asian women are treated better than Asian men in the U.S., particularly at the late teen-early adult ages. "Americans can deal with short, girlish Asian women more comfortably than with the short Asian male of that age. Men aren't supposed to be that small or young-looking, to most Americans."

Evelyn Lee concluded her talk by offering a bibliography of material useful for ESL teachers of Indochinese refugees. Penny Shaw of MATSOL has offered to send this to anyone who mails her a self-addressed stamped envelope. Her address is: c/o ESL, UMass Boston, Harbor Campus, Boston, MA 02125. **Editor's note:** The Center for Applied Linguistics has established an Orientation Resource Center for Indochinese refugees and their teachers. The center has a hotline operated by multi-lingual counselors experienced with the full spectrum of resettlement problems. The toll-free number of the hotline is 800-424-3701. If you would like to be placed on the center's mailing list, write to: JoAnn Crandall and Pho Ba Long, Co-Directors, Center for Applied Linguistics, 3520 Prospect St., NW, Washington, D.C. 20007.

R. G.

More on Fall Conference See pg. 7

Answers to Puzzles

1. "Strengths." 2. Each word contains three consecutive letters of the alphabet. 3. John, while James had had "had," had "had," "Had had had had had had had had had had." 4. The most common letter of the English alphabet is "e." This paragraph doesn't contain a single one.



Side by Side with Steve and Bill

You may never wash your dishes in the bathtub, cook hamburgers on the radiator, or eat at Stanley's International Restaurant, but your students will when they become involved in the situations and conversations set in motion in the new and very popular *Side by Side* (Books One and Two) by Steven Molinsky and Bill Bliss. Already in its third printing since May, *Side by Side* has been adopted as an integral part of many ESL programs in secondary schools, adult education programs and colleges throughout the country and overseas. Both authors, Steve and Bill, are well known in the Boston area — Steve as director of the TESOL Program at Boston University and Bill as director of the Hebrew College Program for Soviet Emigres.

The books are subtitled "English Grammar Through Guided Conversations" and indeed, the mini-conversations become the focal point of both books. Before engaging in conversational exchanges, however, students are given opportunities to practice basic grammatical structures in disguised substitution drills with the aid of humorously detailed illustrations. Book One begins with the present tense of the verb "to be" and proceeds to the future continuous tense. Book Two takes students from the present perfect through the more complex modal perfects. The highly visual nature of both books encourages students to participate in real-life situations. How much nicer this is than to have to recite patterned drills and memorize contrived dialogues which everyone promptly forgets.

When talking with Bill and Steve we find that the finished product as we see it, is completely different from the original effort begun in 1975. What started as carefully-structured, teacher-centered drills developed into carefully-structured, student-centered situations and conversations. This evolved as a result of listening to criticisms and reviews of manuscripts submitted to potential publishers (200 pages of manuscripts and 50 pages of negative reviews). They were forced to face the fact that, after a lot of hard work, what they had written was too difficult to teach. They then sat down, re-examined their work, rewrote everything and in 1978 came up with what Steve proudly claims to be a very teachable text. Bill adds, "Had the original text been accepted and printed it wouldn't have been as successful and might have been something we would be less than proud of." Both have a greater respect for publishers.

Side by Side is appropriately titled, not only because the students work in pairs, but also because Steve and Bill worked together closely when writing the books. Unlike many joint authorships where one writer is responsible for specific chapters or portions of the text, Bill and Steve spent all of their time bouncing ideas across a desk. It is this unified effort which contributes to the usability of the text. Bill field-tested all of their materials himself at Hebrew College.

One of the comments heard most about the books is "I love the pictures." Steve and Bill were very fortunate in being able to find their own illustrator, Richard Hill, whose collaboration helped produce the right effect. A political cartoonist, Hill was able to capture Bill and Steve's natural sense of humor. On first examination, the visuals may appear deceptively simple but they actually help students remember structures as well as images and aid in eliciting rather complex responses with less interference from the first language.

Side by Side was written and is probably most appropriate for adult students, but the fact that it is being used in high schools and universities confirms its flexibility. Both Steve and Bill are to be commended for their fine contribution to the field of ESL and we are proud indeed to claim them as our own.

Judy DeFilippo
Northeastern University

English. Illustrations are no longer cartoon-like but more realistic pencil sketches.

Role-playing opportunities are an important part of most language programs and the new *Skits in English* allows students to relieve inhibitions by hiding behind another character. In so doing, students can really get into the language and find that learning English can be a lot of fun.

Judy DeFilippo
Northeastern University

Skits in English (New Edition)

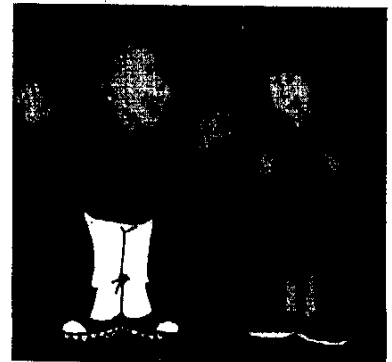
by Mary Elizabeth Hines

Regents Publishing Company, Inc., 1980

Getting students at the most elementary levels involved in role-playing activities is one of the best ways to demonstrate not only the use of spoken language but also nonverbal gesture and varied intonation patterns. Mary Hines, in her new edition, has responded to suggestions and criticisms of the original (1973 edition) and has come up with a much-improved series of skits. Originally intended for adult ESL students, this edition is just as appropriate for junior and senior high school students. Some beginning college students and those intermediate and advanced students having problems with stress, intonation and pronunciation will also find this book useful.

This revised edition contains thirty skits, ten of which are new. Fifteen of the original skits have been omitted entirely; gone are contrived conversations of secretaries gossiping in the office, housewives hanging drapes and construction workers arguing over whose job is the hardest. Some skits which have been rewritten to eliminate sex-role stereotypes are "After Dinner Harmony," where the husband cleans up after dinner, "Conspirators" where both the woman and the men have trouble staying on a diet, and "Caught in the Act" where teenage girls get caught in a cover-up instead of the boys.

All skits center around a grammatical point as well as a theme. Low level students can reinforce basic grammatical structures in role-playing situations from the present continuous to the present perfect. The number of characters ranges from three in "The Dentist" to ten in "Frosting." The average number of players is six or seven. In this book the characters are listed at the beginning so teachers will instantly know how many are involved in the play. In the introduction the author gives suggestions on how to accommodate both large and small classes. Improvisational activities replace an excessive number of written exercises. This is a much-needed type of spin-off activity in getting students to say what they want to really "think" in



From, "Side by Side"

FALL CONFERENCE Funding Job Training

As more and more refugees enter the country, opportunities for employment, under the present economic stress, become increasingly difficult to find. Add to this existing problem a language and cultural barrier, and you have a segment of the population practically cut off from the basic human need to provide for oneself.

Many if not most of the immigrants in Massachusetts find their way into C.E.T.A. sponsored programs. Gertrude Scott, a vocational educational coordinator for the Department of Manpower Development, outlined the types of programs available within the Mass. C.E.T.A. system which could have a positive impact on the lives of these people. Programs of special interest such as those under Title II B, which involve work experience, G.E.D., E.S.L. classroom and specific skills programs, as well as "The Private Sector Incentive Program" under Title VII, were explored in some detail.

In response to the inquiries of the session participants, Ms. Scott described the sources and routes of the funding as prescribed by the Department of Labor. Of note were the legal notices for proposal requests to be submitted to local

newspapers by prime sponsors, and the short time span allowed between these and the submission of a proposal.

James McCarthy / Cardinal Cushing Center for the Spanish Speaking

Immigrants and the INS

Reviewing the various methods of legal immigration, both temporary and permanent, lawyer Harvey Kaplan covered different approaches to getting student visas and green cards. In general, Kaplan said, it is easier for a prospective student to get himself inside the U.S., then obtain the necessary visa in person. In his native country, the student must get past the U.S. consul, who applies no set criteria for issuance or denial of the visa.

Permanent Residency (with a "green card") may be legally obtained in a variety of ways, none easy or cheap. The first way is through sponsorship of an immediate relative (spouse, sibling, parent, or adult progeny) who is a U.S. citizen or permanent resident. "Fake" marriages may elicit rigorous cross-examination of "husband" and "wife" apart from each other.

The second way is to achieve refugee status. This spring, Congress approved the Refugee Act of 1980. Under this act aliens may apply for permanent residence in the U.S. if they can

demonstrate that they personally have suffered from persecution in their home country because of race, religion, or political belief. These categories have been recently expanded to include persecuted social groups such as Armenians in Iran or the USSR, but in all cases the applicant must show that he has suffered persecution as an individual, and not just as a member of a larger group.

The third way is under the category of Labor Certification. An alien, through sponsorship of an American employer, may obtain permanent residence if it can be proven that no Americans are available to fill a determined job-opening.

Kaplan's talk included some warnings to aliens in the U.S., worthy of note to those readers who work with foreign students. The INS tends to perceive foreign students and other aliens temporarily in the U.S. as "guests" with limited rights. These "guests" may be subject to harassment for the acts of their country in the world arena, as has been the recent experience of local Iranian students, even though they may not sympathize with or be responsible for such events. Kaplan warned local aliens to beware of unscrupulous lawyers who may promise the world (or a green card) in exchange for a large sum of money, payable in advance. (Cont. pg. 9)

Listening In & Speaking Out

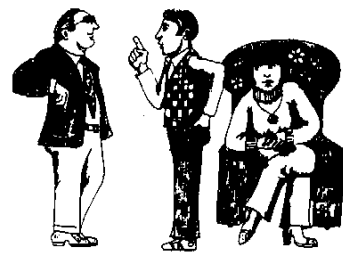
LISTENING IN AND SPEAKING OUT focuses on spontaneous spoken American English with the aim of bridging the gap between "classroom" English and the English that students are likely to encounter on their own.

With **LISTENING IN AND SPEAKING OUT**, students are given the opportunity to **LISTEN IN** on recorded conversations among "real" people; people who hesitate, joke, argue, interrupt and even make natural grammatical errors.

The **Workbook** contains 12 units, each based on two recordings: the **Monolog** which consists of a short anecdote, and the **Discussion** which presents an unscripted conversation among four native speakers. A wide variety of activities based on the recordings help build students' confidence and motivation to **SPEAK OUT** in English.

Listening In & Speaking Out: Advanced will be published in early 1981.

Gary James
Charles G. Whitley
Sharon Bode



Listening In & Speaking Out: Intermediate
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CETA and ESL at the Skills Center in Springfield

CETA funds most of the programs offered by the Hampden District Regional (H.D.R.) Skills Center in Springfield, but ESL is not of high priority according to CETA. Of primary importance to CETA is vocational education. At the Skills Center, ESL is funded through the Commonwealth's Division of Occupational Education by the governor's 5 percent discretionary funds (which come from CETA).

Given CETA's emphasis on vocational education, ESL is nevertheless necessary in order to train and obtain employment for limited speakers of English. The ESL conversation classes at the Skills Center combine phonics, vocabulary building and conversation with the study of world of work — vocational terminology, attitudes, habits and "forms" such as job applications, W-4 forms and bank withdrawal and deposit slips.

Complementary to the ESL class is the Learning Lab, a large room similar to a study hall in which ESL trainees complete their individualized academic programs. Each program includes English acquisition, remedial mathematics and an in-depth academic study of the terminology and processes of a particular job-area. A number of instructors teach in the Learning Lab with each instructor in charge of monitoring the progress of specific trainees. Job-related booklets are employed to instruct aspects of electronic assembly, machine occupations, food service, clerical, graphic arts, auto mechanics, welding and nursing. Frequently translations of job terminology are available in Russian, Korean, Arabic, Italian, Vietnamese, Spanish, Chinese and Polish. These translations assist a trainee in his attempt at mastering his vocational area and are available for use by other centers (contact Sister Lorry Villemaire, S.S.J., Curriculum Coordinator).

The typical ESL trainee at the Skills Center could be a Puerto Rican, a Russian Jew, or a Vietnamese, Laotian, or Lebanese refugee. All come with different job skills and levels of academic preparation. Infrequently, they are illiterate in their on language, but nevertheless receive vocational ESL and job training over a five-to-six-month period. The average trainee spends the first two months in an ESL class/Learning Lab program and is gradually admitted to full-time vocational training.

Tom Mitchell, Instructor
H.D.R. Skills Center
Springfield, Ma.

Indochinese Refugee Settlement: The Role of the ESL Teacher

When an Indochinese refugee arrives at Logan Airport and is met by a sponsor or resettlement worker, he looks forward to beginning a new life, but the costs of his new beginnings have been great. What he faces as he gets off the plane contrasts markedly with what he left behind.

The familiar trees and mountains of the tropics will have been replaced by concrete buildings, soft green lines exchanged for hard cold angles. He will realize that the extended family and village no longer provide his emotional support. If he arrives in Boston in the winter, he will be confronted by another harsh reality: unbearable cold, and snow. In short, everywhere he looks, he sees something new and confusing.

The refugee is the first to acknowledge his confusion. Recently a group of adult refugee students were asked what, aside from the language, was the most difficult thing for them to understand when they first arrived. Their response was simple and unanimous: everything. To an ESL teacher, this translates into an immediate and concrete challenge. But Indochinese refugees are prepared for a fight and a struggle.

How can an ESL teacher assist in this fight? First and foremost, the ESL teacher must remember where the refugees are coming from. The needs are obvious: survival. Public transportation, health care systems, winter clothing, supermarkets, safety at home and in the streets, the telephone system, all become the focus of an ESL class.

Given the differences in educational background of the typical Indochinese refugee compared to Western immigrants, the ESL teacher must anticipate differences in expectations and ways of relating in a class. For the Southeast Asian student, the teacher is the focus of the classroom. He provides direction and discipline. In return, he receives highest respect. In fact, the teacher in Southeast Asia provides a model of perfection, not just in the language, but also in life. In Mandarin Vietnam, it was the teacher who gave new babies in the village their middle names.

In class, Indochinese students will not expect to participate unless called on. Current ESL methodology, which shifts its focus away from the teacher and emphasizes class involvement and creativity, seems strange to the Indochinese student. In fact, a student who participates very actively is often seen as selfish by other Indochinese students in the class. However, students will be prepared to do what the teacher expects of them. Additionally, slow pacing and concreteness are essential in order for the Indochinese student to assimilate this new language and new life.

Although the students' previous experience need not prescribe an ESL teacher's approach in the classroom, it does point out the need for sensitivity to their backgrounds. Awareness of the student's past serves as a point of departure in the ESL class. This coupled with the student's own will and determination to survive, will help to ease his transition into this new world.

Betsy Bedell & Moira Lucey
Indochinese Project
International Institute of Boston

COME IN OUT OF THE WEATHER!

Come to —

The MATSOL Winter Social

Friday, January 23, 1981

5 to 8 p.m.

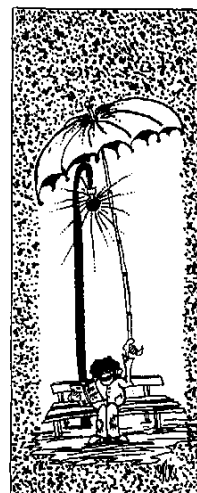
"The Ticknor Lounge"

Boylston Hall

Harvard University

Music, wine, and cheese

Donation requested



"The Indochinese Refugee: Resettlement and Post-Resettlement"

This panel discussion on the Indochinese Refugee was led by Moira Lucey of the International Institute, an institution which is concerned with the various phases of the re-settlement process. While Moira's comments were quite informative, what made this session truly special was the participation of An Ton That, a resettlement worker, and Ton Khang, an employment counselor. Their presence made each one of us acutely aware of the human dimension of resettling and adjusting in a new culture as experienced by the Indochinese refugee.

The discussion focused on some fascinating cultural features of the Indochina people, features which not only differentiate the countries that comprise Indochina, but which even differentiate populations living within the same country, such as the Laotians and the Hmong of Laos.

Teachers Honored

Some of the most interesting discoveries we made had to do with the student-teacher relationship in Indochina and how some of the teaching styles we adopt may make students uncomfortable. For example, a student-centered classroom may be inappropriate for Indochinese students whose experiences in the classroom have been totally teacher-centered. These students may also find it difficult to address their teachers by their first names, a practice which many of us take for granted. Furthermore, these students may not respond positively to being touched, even though we often use this non-verbal behavior to indicate approval.

These illustrations all point to the honored position the teacher has in Indochina. As An Ton That put it, "There are three basic relationships in our culture. First, is your relationship with your king/country. Then comes your relationship with your teacher. Your relationship with your father comes last." As the discussion continued, the richness and complexity of the Indochinese heritage became more and more obvious. Thus, in addition to sensitizing us to particular aspects of the Indochinese culture, the session left us with appreciation and respect for the Indochinese people.

Vivian Zamel
UMass Boston, Harbor Campus

FALL CONFERENCE Kaplan (Continued from page 7)

Openness is Important

Aliens with difficulties should, nonetheless, get professional advice before submitting to questioning or hearings by the INS if they feel threatened with expulsion proceedings. Even aliens have the right to consult a lawyer before such questioning, although they do not have access to a free court-appointed lawyer, because such processes are considered civil and not criminal. Finally, when dealing with a lawyer on immigration concerns, aliens should be encouraged to tell them the whole story in complete truth. Many are unaware of the professional ethic which binds a lawyer to keep such information confidential. A lawyer cannot prepare a good case unless he has all the available facts.

For those aliens who may need legal help, Kaplan offered some of the following useful contacts and referral services:

(1) Greater Boston Legal Services (tel. 367-2880), although already overextended, offers free legal help to those unable to pay for such services. (2) The International Institute of Boston (tel. 536-1081) can make referrals to lawyers who specialize in immigration problems. (3) Finally, the Volunteer Lawyers Project (tel. 742-5843) can also make referrals and provide low-cost or free services to indigents in need.

A member of the audience asked Kaplan, "Should the U.S. continue to accept the world's tired and poor?" Kaplan's response was, "That is not the question. Because of bad conditions abroad, such as poverty and autocratic regimes, often the result of short-sighted U.S. foreign policy, such people are coming and will continue to come to the U.S., despite any efforts to keep them out."

John Dreyer
Chamberlayne Jr. College



Faith in ESL — Newbury House Publishers

Rupert H. Ingram lives in an underground home. Yet he is hardly earth-bound in perspective. His vision and research span the globe. His company, Newbury House Publishers, has expanded the frontiers of language teaching and linguistics. His books are at the cutting edge of their field. And he believes in ESL.

Newbury House is sheltered in a barnlike structure, which is built among pines on a rustic road in Rowley, Massachusetts. The building is deceptively large — a warehouse extending behind the main building is stocked with copies of each of the 180 books the company puts out. The atmosphere inside is comfortable, yet efficient. Mr. Ingram, the president, wears no tie.

Everyone in the profession is aware of Newbury House's commitment to ESL. All of the titles published by the company fall into one of four categories: psycho-linguistics, socio-linguistics, applied linguistics, and ESL. Some of the ESL titles are *Idioms in Action* by George Reeves, *Reflections* by Griffin and Dennis, *English Structure in Focus* by Polly Davis, Barnard's vocabulary series, Pifer and Mutoh's *Points of View*, and Horn's *Composition Steps*. Equally prestigious is Newbury's list of language teaching reference books, such as Earl Stevick's two books, *Memory, Meaning, and Method* and *A Way and Ways*, and Gertrude Moskowitz's *Caring and Sharing in the Language Classroom*.

Ingram has confidence in those who teach ESL. He says, "ESL has broken new ground in language teaching. A flood of bright, young, bushy-tailed teachers who taught ESL overseas — people back from the Peace Corps — has brought it back with them. The field is full of dedicated, innovative professionals. ESL is where the action is in foreign language teaching!"

By keeping this faith in ESL, and by shrewdly researching the gaps in the literature, this man has built Newbury House into one of the leading U.S. publishers in the field, in the space of 11 years.

Newbury House has grown in that time from one title to 180 today, a rate of growth which roughly parallels that of TESOL: from 337 members in 1966 to 9000 today. It wasn't luck that produced this coincidence. Ingram explains that before founding Newbury House, he worked for McGraw-Hill and Time-Life in their textbook divisions. Looking through Time-Life files, he discovered

that English had replaced French as the dominant international language.

Knowing this, Ingram was interested to learn of a book that had gone begging for a publisher: Louis Kelley's *25 Centuries of Language Teaching*. In this book, the author claims that there is nothing new in language teaching methods — they have all been tried before. Kelley's assertion that there is no best method was a bold one at a time when structuralists were the ruling monarchs of language teaching.

"We thought it was worth publishing. We sensed that the tide of language teaching was changing from the structuralist audio-lingual method, to an approach bringing meaning back into language. My wife suggested that I publish it. So I said, 'Let's do it.'" So, Ingram says, they did everything — including setting the type.

That decision, made in November 1969, was a subversive one for the Ingram household. One by one, the rooms of their house in Newbury became part of Newbury House, incorporated in 1970. From there, it was slow but steady growth until 1974.

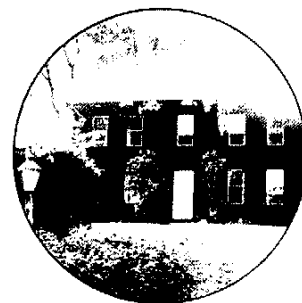
Wilga Rivers Saves All

"One hot summer evening at dusk," Ingram recalls, "We were fizzled. I was just about ready to cash it in. My wife had reached that point several times, but I so far hadn't. Then, there was a knock at the back door. There, big as life, stood Wilga Rivers. She was visiting with a friend from Australia. The vitality in that woman just brought us back to life. When she left, she had turned us around 180°. She told somebody not long after that she had saved Newbury House."

How does Newbury House decide which authors and titles to publish? "Our primary goal is to become recognized as the number one language publisher in the U.S. The way to achieve this is to look for authors who are what I call the 'princes of the linguistic church.' This is someone who is talked about by his peers, someone who is controversial, someone who is cursed as a fool. This is a very good sign that this man is on the cutting edge of the field. At least, he should be published and read."

Innovation and uniqueness are other qualities a book must have in order for Newbury House to publish it. A look at some of the most successful titles will show the necessary qualities.

The *Ilyin Oral Interview Test* by Donna Ilyin, a 1972 publication, allows a teacher to test any student's speaking



The Newbury House

and aural comprehension ability on the spot, without reading or writing. Gerald Logan brought meaningful conversation to German, French, Italian and Spanish texts, a few of Newbury's other foreign language offerings. *Memory, Meaning, and Method*, Earl Stevick's work of 1976, has won wide acclaim from linguists as well as language teachers. It has been praised as "the best book I have read on language acquisition," "a must book," "an immeasurable contribution to the linguistics field." This kind of acceptance is also greeting Stevick's new book, *A Way and Ways*, published in April 1980.

Evelyn Hatch's *Second Language Acquisition* surpassed the company's most optimistic expectations. This was the first one-volume guide to the scope and extent of research in this field. The year 1978 produced two exceptional publications: *Caring a Sharing in the Foreign Language Class* by Gertrude Moskowitz, and *Adaptation in Language Teaching*, by J. Donald Bowen and Harold S. Madsen. Moskowitz offered a unique combination of personal growth and linguistic development. *Adaptation* told language teachers how to adapt a wide variety of materials to their particular program.

As mentioned previously, Newbury House is dedicated to publishing language books. If another field looked promising, it would be hard to break into it for lack of capital. Yet when asked if he saw an obvious need for books in another field, his answer was surprising. "Underground homes," he said, "have a great future. Using the earth's insulation and passive energy, it's possible to keep a very comfortable home. I think that's the way all construction is going to go eventually." Ingram researched the condition and future of ESL in the 1960's. He accurately sensed the tremendous potential for growth in the field. If Ingram is as right about construction as he was about ESL, then the astute builder had best pick up a shovel.

Robert Gogan Chamberlayne Jr. College

Upcoming Events

Jan. 23

MATSOL Winter Social — see announcement elsewhere.

Jan. 24

"ESL for Indochinese: a Workshop for Teachers." Seminar on Indochinese learning styles, appropriate methods and materials, community resources. Indochinese Project, International Institute, 287 Commonwealth Ave., Boston. Moderate registration charge; 536-1081.

Jan. 26

Deadline for proposals for MATSOL Spring Conference.

March 1-2

IX Conference on Applied Linguistics, Ann Arbor, Michigan. Susan Gass, E.L.I., University of Michigan, Ann Arbor, MI 48109

March 3-8

TESOL International, 15th Annual Conference. Renaissance Center, Detroit, MI. Mary Hines, Box 960, Teachers College, Columbia University, New York, N.Y. 10027.

March 27-28

MATSOL Spring Conference.

May 25-30

NABE Conference, Sheraton Boston Hotel. John R. Correiro, Conference Chairman, 49 Washington Ave., Cambridge, Mas. 02140.

July 6-Aug. 14

Third Annual TESOL Summer Institute, Teachers College, Columbia University, John Fanawloq, Ann M. Frenzen, Box 66, Teachers College, Columbia University, New York, N.Y. 10027.

Announcements

ESL Bibliography — Maralee Bierman is compiling a bibliography of all ESL-related titles. She is looking for assistance from the MATSOL membership, possibly a student who could use the experience for credit. Write her at 48 Harwich Rd., Chestnut Hill, MA 02167.

Teacher-Made materials at TESOL — The Teacher-Made Materials Exhibit for TESOL '81 is seeking a well-balanced exhibit displaying innovative ideas in pronunciation, structure, and vocabulary for every level of ESL. A 15-minute presentation would also be welcome. If you are interested in contributing, please write to Valery Komives, 2449 Mulberry, Bloomfield Hills, MI. 48013.

ESL Abroad Survey — English Educational Services International, a non-profit ESL research organization based in Boston, has begun conducting a worldwide survey on conditions, curriculums, hiring practices, and related issues on behalf of teachers of ESL abroad.

One special area of need that has been focussed on is that of the third world and developing nations which have previously been unable to afford overseas recruitment of qualified EFL instructors and instead have had to rely upon tourists or missionaries to fill their often vacant teaching posts. Through the survey, EESI is able to put these institutions onto an equal footing with those in more prosperous nations.

Institutions and instructors who are, or have been, involved with overseas EFL are strongly encouraged to contact

Tamone Yano, Executive Secretary, EESL, Suite 12, 323 Marlborough Street, Boston, MA 02116. Correspondence is also encouraged from those seeking information regarding the survey results or for EFL positions abroad.

"Boston Six" Guides to ESL Programs

— The consortium of Boston's public colleges and university has recently published two guides to ESL programs in the metropolitan area. One focuses on programs at the member institutions which include Boston State College, Bunker Hill Community College, Massachusetts College of Art/Roxbury Community College, and the University of Massachusetts/Boston. The other features information on ESL programs sponsored by community schools, social agencies, colleges, public or private schools, hospital, and companies. Both guides provide descriptions of programs, courses offered, starting dates, population served, instructional approaches, cost, and auxiliary services. Both also include a name and phone number of a "contact person" for each program so that those seeking more detailed information can more easily attain it.

The consortium hopes that these guides will assist those who are advising non-native speakers of English about the range and diversity of ESL instruction in the Boston area. For copies of the guides please write William Dunfee, 250 Stuart Street, Boston, MA 02216, or call 482-400, x 196.

