

## Adjunct Frustrations

Two years ago, the average full-time college ESL instructor earned \$11,600 for a nine month year, according to Carol Kreidler's Washington, D.C. TESOL survey. The part-time rate was an average of \$18 per hour. The vast majority of college ESL positions everywhere are adjunct positions, without contracts or benefits such as medical insurance, sick leave, or vacations, not to mention amenities like office space, secretarial help, or parking.

This caste of ESL teacher shocks friends and comrades by getting paid what seems a healthy \$18 to 30 per hour. Few realize that the hours per week by which this figure is multiplied are severely curtailed by holidays and school vacations, institutional limitations on part-time hours, reams of compositions to correct, preparation time, and commuting time. Many adjuncts find that they must lead a nomadic existence, taking six hours at one school and six hours at another across town.

Can adjuncts hope to find more secure employment in other parts of the U.S.? The answer is no, according to TESOL newsletters from New York, New Jersey, California, Ohio, and Colorado. A particularly grim report comes from the New York TESOL-BE Newsletter, the *Idiom*, of May 1981, Sophia Balcoff and Glyn Cassorla of City College work at CUNY, where a vast foreign student population employs over 150 adjuncts. Yet in the 1979-80 academic year, less than 10 were given full-time positions. Balcoff and Cassorla spoke with administrators at two colleges within CUNY.

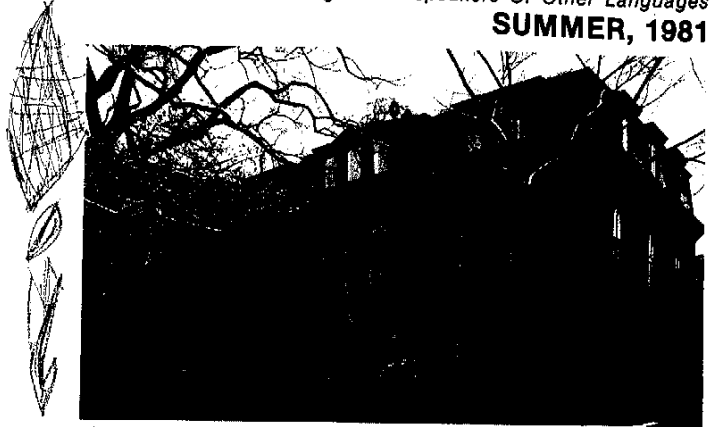
One administrator, Gloria Gallingame of La Guardia community College, admitted that ESL was "the one growth field in CUNY." Yet constraints of ever-more limited budgets and low enrollments in other departments, from which tenured staff must be employed elsewhere, put the squeeze on ESL positions.

Carolyn Gilboa of Lehman College offered more hope to those who are contributing actively to the field of ESL. Presenting papers, writing books, and other professional activities, in addition to excellent teaching, increase prospects of full-time employment. A doctoral degree helps considerably, of course. But loyalty to your institution does not seem to help.

Balcoff and Cassorla report the somber consensus: "Gallingame and Gilboa both foresee that many of us will have to leave the field. Otherwise we face the choice of remaining a permanent underclass within CUNY, forever unable to make our ideas felt, forever lacking professional status and respect, forever unsure of the future, forever on the subway."

Balcoff and Cassorla finish with a call to professional arms. "We need to be visible and vocal, as few of us are," they urge. For now though, in New York as well as in Boston, adjuncts are living from Septembers to Januarys to Junes.

Robert Gogan  
Chamberlayne Jr. College



HARVARD UNIVERSITY'S Boylston Hall is the site of the 1981 MATSOL Fall Conference. Conveniently located in Harvard Yard, next to the Widener Library, Boylston Hall was where MATSOL hosted its Winter Social last year. Let's get together again and focus on "Reading and Literacy," this year's theme. The conference will be on Saturday, October 24. See the flyer inside for details.

## Attention, Reagan and King

[Due to events last November, Massachusetts public institutions are being burned at both ends: federal and state. Many of us whose livelihood comes from these institutions are suffering — as are our students. Over the summer, MATSOL sent a salvo of letters protesting this situation to approximately 50 U.S. and Massachusetts leaders, including President Ronald Reagan and Governor Edward King. The text of this letter, which was signed by the MATSOL Executive Board, appears below.]

August 5, 1981

In the light of anticipated cutbacks in educational funding, we are writing to urge your support for English language instruction to speakers of other languages. Our organization represents 600 professional teachers of English as a second language and the more than 12,000 students whom we teach.

As professionals, we are convinced that English language ability is necessary for jobs and for higher education. In fact, knowing English is the key to productive work and success in this country.

Therefore, while we recognize that economy in government is necessary at this time, we urge that forthcoming funding cutbacks do not impair the ability of schools and training programs to provide this essential English language instruction. We believe it is critical to provide speakers of other languages with the tools to become productive, self-sufficient contributors to our economy. If we weaken existing low-cost language training programs now, we risk adding high-cost social services later on.

We hope your legislative considerations will bear this in mind.

**MATSOL: Massachusetts  
Association Of Teachers Of  
English To Speakers Of  
Other Languages**

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**The MATSOL  
Newsletter**

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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:

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: November 6.

**NOTES FROM THE BOARD**

PAUL KRUEGER reports that the **MATSOL Job Bank** continues to provide listings of ESL jobs currently available, in Massachusetts and elsewhere. People with job openings — and people looking for jobs — may do their business at 437-2474, 9-5 Monday through Friday.

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Paul also announces the publication of the revised, **1981-82 Massachusetts ESL Directory**. Bigger than last year's, the new directory includes more programs and excludes institutions which no longer offer ESL. The directory is available to all those who pay their 1982 MATSOL dues. It may be picked up at Northeastern University's English Language Center immediately, but it will also be available at the Fall Conference.

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**CALENDAR**

**OCTOBER 24** — MATSOL Fall Conference: "Reading and Literacy." Boylston Hall, Harvard University.

**OCTOBER 29 and 30** — NAFSA Conference, New England region. Biltmore Hotel, Providence, R.I.

**NOVEMBER 3-7** — ALA CAI Seminar: 5-day seminar in computer-assisted instruction. Catholic University, Washington, D.C. Contact: David H. Wyatt, CAI Seminar Director, American Language Academy, Catholic University of America, Washington, D.C. 20064.

**NOVEMBER 20-25** — NCTE (National Council of Teachers of English) National Conference. Sheraton Boston Hotel. Contact: Robert Harvey, Director of Convention, NCTE, 111 Kenyon Rd. Urbana, Illinois 61801.

**DECEMBER 3-5** — TESL Ontario, fifteenth annual conference. Sheraton Centre, Toronto, Ontario, Canada. Contact: TESL Association of Ontario, 454 University Avenue, Room 410, Toronto, Ontario M5G 1R6, Canada.

**DECEMBER 16-19** — Forum for Interdisciplinary Research: International Conference on Language Problems and Public Policy. Cancun, Mexico. Contact: Dr. Robert S. Clair, Conference Chairman, Department of English, University of Louisville, Louisville, KY 40292.

**APRIL 1, 1982** — Humor Conference, Arizona State University. The theme will be "The Language of Humor and the Humor of Language." Sponsored by Western Humor and Irony Membership (WHIM). Contact: Don L. F. Nilsen, Chair, 1982 WHIM Conference, English Department, Arizona State University, Tempe, AZ 85281.

Acknowledging enthusiasm from every Special Interest Group of MATSOL, this year's SIG representatives decided to focus on "**Reading and Literacy**" as the theme for this year's Fall Conference. See the enclosed flyer for speaker listings and workshops. The SIG reps also elected to arrange for **HARVEY KAPLAN** to speak on **legal aspects of immigration**, due to his popularity at last year's fall meeting.

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With reluctance, the board accepted the **resignation of ABBY MASON** from the MATSOL Executive Board. Abby is putting the finishing touches on her book, living in Washington, D.C. this fall.

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MATSOL benefits from the **microchip revolution** as **JIM McCARTHY** and **LILLIAN CONNELL** program B.U.'s computer to print out and revise our mailing list automatically. **DON LORITZ** offered his keyboard expertise to pioneer the effort. Anyone wishing to help with this project — and learn more about computers — is urged to contact Lillian Connell.

**BILL BLISS** takes his skill in teaching ESL to refugees to Bataan, The Phillipines. *Refugee Reports* writes, "Bill Bliss finds that language instruction at Bataan is more effective than in the U.S. where 'there were a host of practical and psychological reasons that prevent effective language teaching.' (Refugees) came to class preoccupied with adjustment problems. In Bataan, Bliss said, the camp environment supports rather than detracts from the refugees' education."

**EDITOR'S NOTES**

We are looking for people who would like to review books. MATSOL regularly receives sample copies of books from ESL publishers. If you would like to review them for us, contact Judy de Filippo at 749-2905 to find out which books we'd like reviewed.

Apologies to Vivian Zamel. In our last issue, we inadvertently promoted her from "new MATSOL vice-president" to "new TESOL vice-president." First Massachusetts, Vivian. Tomorrow, the nation, perhaps.

We welcome Jeff di Iuglio to the editor-ship of the "Teaching Ideas" component of the newsletter. His knack for writing up original ideas that work in his own classroom made him the natural choice for the job.

## ANNOUNCEMENTS

**C.A.L./TESOL Placement Service** — TESOL and the Center for Applied Linguistics are collaborating in an effort to establish an international ESL employment placement service. Computerized information helps match enrollees with jobs. For information and application forms, write to Steve Blackburn, Coordinator, ESOL Placement Service, Center for Applied Linguistics, 3520 Prospect Street N.W., Washington D.C. 20007.

**Foreign Student Census** — *Open Doors* for 1979-80 has been published, providing information on foreign students in the U.S. Their numbers, location, and native country are presented with over 100 tables, maps, and illustrations. This comprehensive reference is available for \$20 plus 75¢ postage and handling from: Communication Division, Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017.

**LULAC** — *The magazine for today's Latino* — This monthly magazine contains news and information relevant to Hispanics in the U.S. Written mostly in English, the magazine includes a few Spanish articles. For subscription information, write *LULAC Magazine*, 1160 Elati St., Denver, CO 80204.

**Dangerous English** is a dictionary of English words for sex and bathroom functions. It is not intended for classroom use, but students may find this

a good reference. The book sells for \$4.95, with discounts for 5 or more orders. Write to Eardley Publications, P.O. Box 281, Rochelle Park, N.J. 07662.

**PUBLICATIONS OF INTEREST** — Many ESL teachers find the following journals useful. The ESL publications par excellence, of course, are the *TESOL Quarterly* and *Newsletter*. Join TESOL and receive these publications by sending \$30 annual dues to: James E. Alatis, Executive Secretary, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

*Canadian Modern Language Review* — Published by Ontario Modern Language Teacher's Association. Quarterly, \$12 per year. Write: Editorial and Business Office, 4 Oakmount Rd., Welland, Ont. L3C 4X8, Canada.

*English Around the World* — Published by the English Speaking Union of the U.S., 16 E. 69th St., NY, NY 10021.

*EFL Gazette* — TESOL in Europe. Write: *EFL Gazette*, Munster House, 676 Fulham Rd., London SW6 5SA, United Kingdom.

*Freshman English News* — Short articles dealing with the teaching of writing and related topics: rhetoric, linguistics, etc. Tri-annual, \$2 per year. Write: Dr. Gary Tate, Department of English, Texas Christian University, P.O. Box 32872, Fort Worth, Texas 76129.

*Journal of Reading* — Eight issues per year, \$15 per year. Write: International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711.

*Language* — Quarterly, \$25 per year. Write: Subscription Services, Linguistics Society of America, 428 East Preston St., Baltimore, MD 21202.

*Language Teaching and Linguistics* — Quarterly, \$16.50 per year. Write: Cambridge University Press, 32 E. 57th St., NY, NY 10022.

*Language Learning* — \$8 per year. Write: Language Learning, 2001 N. University Building, University of Michigan, Ann Arbor, MI 48109.

*Modern Language Journal* — Published 8 times per year, \$10 per year. Write: Richard S. Thill, Dept. of Foreign Languages, University of Nebraska, Omaha, Nebraska 68101.

*Practical English Teaching* — Quarterly, 10 per year. Write: *Practical English Teaching*, Brookhampton Lane, Kineton, Warwick, CV35 0JB, England.

*Reading Research Quarterly* — \$15 per year. Write: Headquarters, International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711.

*SPEAQ Journal* — ESL in Quebec. Quarterly, \$15 per year. SPEAQ, C.P. 278, Succ. La Cite, Montreal, Quebec H2W 2N8, Canada.

*Studies in Second Language Acquisition* — Theoretical linguistics bi-annual, \$4 per issue. Write: Indiana University Linguistics Club, Lindley Hall 310, Bloomington, IN 47401.

*T.E.S.L. Reporter* — Quarterly, free. Write: Box 157, Brigham Young University, Provo, UT 84602.

## Refugee Flow Continues

The flow of Southeast Asian refugees into the U.S. continues steadily. According to a U.S. Office of Refugee Resettlement census printed in *Refugee Reports*, over 10,000 S.E. Asian refugees entered the country in the month of June, 1981. Almost 300 entered Massachusetts in that period. The total population of S.E. Asian refugees in Massachusetts, as of June 30, 1981, was 8,890. This puts Massachusetts 11th among U.S. states in S.E. Asian refugee population.

The same source sets the Cuban refugee population of May 31, 1981 in Massachusetts at 593 and in the entire U.S. at 121,383.

*Refugee Reports* subsequently has ceased publication due to failure of the government to renew funds.

## LONGMAN LEADS THE WAY

*Life Styles*, a three-level function-based series, enables intermediate students to build upon the communication skills that they have learned in beginning courses by recycling basic functions and introducing new ones. Similarly, basic grammatical structures are recycled while more complex forms are regularly introduced and practiced.

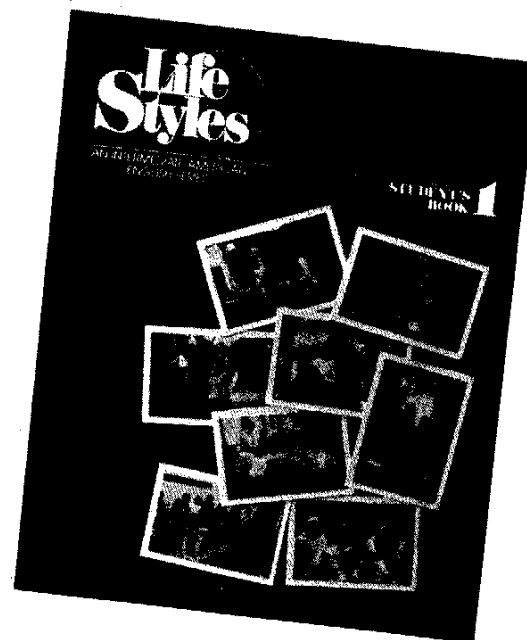
*Life Styles* presents language in contexts that relate to the students' own experience and interests. A wealth of challenging, enjoyable exercises enable students to develop listening and reading strategies and speaking and writing skills.

*Life Styles* is preceded by *In Touch*, a three-level beginning series. *In Touch* and *Life Styles* can be used as separate series, or together to provide six levels of language instruction.

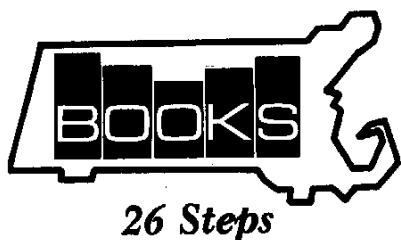
To obtain a complimentary copy of *Life Styles 1*, contact:

**Longman** 

19 West 44th Street, New York, N.Y. 10036



LIFE STYLES due August 1981



Linda Ann Kunz, Language Innovations, Inc. (LINC) 1980, New York, New York.

Those of you who have used *26 Steps* in the past will welcome this updated version. To recap briefly, *26 Steps* is a controlled composition booklet geared for intermediate and advanced students. The booklet contains about fifty short passages dealing with contemporary topics. The passages are essentially exercises in grammar, sentence structure and vocabulary substitution. The author states that controlled composition exercises are not intended to develop basic writing skills and there is no guarantee of a carry over into free writing.

The revised edition is basically the same in structure. The usual tense, gender and number changes, active to passive, and affirmative to negative types of exercises remain intact. Vocabulary substitution steps have been replaced with similar exercises. In the passage "Leaders" for example, students are asked to replace several words with one precise word. Students must choose the exact word.

What has changed in this edition is the overall tone of the passages themselves. Passages which dealt rather sarcastically with divorce, drug abuse and sexism have disappeared. As replacements we have "Coffee Breakthrough," "Old is Beautiful," and "Singles Alone," which deal with positive approaches to feminism, aging and independent life styles. The author, in the introduction, attributes this more sensitive tone to her study of Aesthetic Realism. Clearly this is true in her revisions of "Blue Collar Workers," "Foreign Visitors," and "Model Parents" (formerly "Like Parent, Like Child"). Some introspective passages, written in the first person, also reflect the author's new sentiment: "Detectives," "Fire and I," and "One Thing I Like." Veteran users of *26 Steps* will be happy to see that passages like "George Washington Bridge" and "Guest of Honor" are still included.

*26 Steps* continues to be a valuable teaching resource and a way in which students can develop confidence in a limited but understandable form.

Judy DeFilippo  
Northeastern University

## ***React-Interact-Situations for Communications***

Donald R.H. Byrd and Iris Clemente-Cabetas, Regents Publishing Company, Inc. 1980.

*React-Interact-Situations for Communication* is one of several new books conceived to stimulate conversation in the ESL classroom. Materials developed in these texts surfaced in the 1970's in elementary and high school classrooms where they were used to sharpen thought processes, and to clarify value systems and moral decision-making. ESL authors have used these elements to create provocative situational material, and have developed accompanying oral and written exercises.

*React-Interact* is the best book for stimulating ESL conversation that I have used or read.

This book can be used as a supplemental text for intermediate and advanced students or as a teacher resource. Teachers with low intermediate groups might find some of the chapters ap-

## ***Language Teaching Techniques***

Raymond C. Clark, Pro Lingua Associates, Brattleboro, Vermont.

If your objective in the classroom is to foster student involvement, non-native production of the target language, and elimination of boredom, the recently published Pro Lingua teachers' handbook (on display at the Spring MATSOL conference) could prove a useful addition to your bag of tricks. Neither a textbook nor a curriculum guide, it is rather a collection of twenty-six clear, simple, and useful teaching strategies that can aid the language instructor in getting material across to the student. While emphasis is placed on developing the student's verbal proficiency, the challenge of improving the written word is not entirely overlooked (suggested "Variations" of the material see to that).

The twenty-six teaching techniques are divided into two major types: a) techniques for improving grammatical accuracy, and b) techniques for improving communication (vocabulary, gestures and body language, cross-cultural awareness, and sociolinguistically appropriate usage). The presentation of each technique, whether grammatical or communicative, adheres to a clear and concise formula. After a short statement of purpose, there is a brief description of the technique itself, followed by a working sample — all of which comprises the

appropriate for instruction.

*React-Interact* generated enthusiasm and controversy in my classroom. I was often surprised by which chapters caused the greatest interest. "Should Tricia, a liberal New Yorker with one young child but separated from her husband, live with or marry Charlie, a doctor from a conservative religious Midwestern background?" I had not considered that this "dilemma" would hold the attention of a group of reticent Chinese, Arabic and Venezuelan men — but it did. The class needed and wanted the two hours suggested for this unit.

There are 22 units in the book and the last one, entitled "Bits and Pieces," contains 50 filler topics, such as: "If you went to a deserted island, which one book would you take with you; which one person would you like to go with you; which one modern convenience would you take?"

Each unit categorizes the communicative task involved — proposing a course of action, expressing necessity — and the grammatical forms are carefully

(Continued on page 8)

introductory material of each technique. Next, in a direct attack on the jugular, the actual step-by-step unfolding of the technique in the classroom is portrayed in prose and pictures (attractively drawn by Patrick R. Moran, a presenter at the Spring MATSOL conference). No confusion here about what to do when the classroom door closes and work begins. The section entitled "Variations" set forth a mix of old plays ("When you have finished all seven steps, give the ritual as dictation.") — and possible new ones: ("Have the students restate the plot of the (mini-drama) in narrative form...as an oral narrative or a written summary.") And finally, there are suggestions and guidelines for developing original material to be used within each individual technique.

Armed with Raymond Clark's handbook, it would be difficult for the innovative language instructor to stray very far off the mark in terms of effective strategies in the classroom. It is in this respect that we are most appreciative of Mr. Clark's background as project director and editor for the Peace Corps Language Series. Making every minute in the classroom count is the goal of many skilled teachers — this handbook can help.

Kay D. Pechilis  
Project DIAL — Hanscom AFB

# New from Regents



## PROSE AND PASSION

by Gary Gabriel

Intermediate

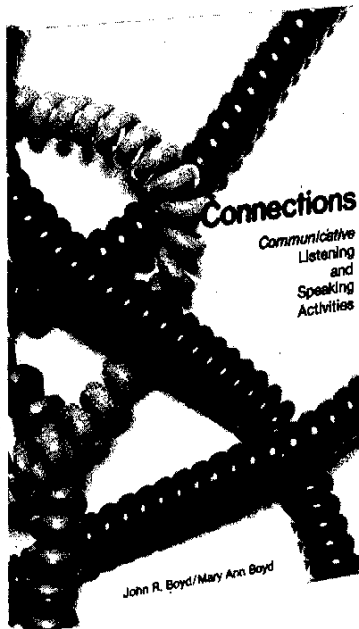
Learning to speak English can be difficult, but learning to express emotions in a new language is harder still. *Prose and Passion* is a sensitive, but lively functional text to help intermediate non-natives decide what to say in social situations.

Using a well-known song or popular literary selection, each lesson concentrates on a different personal dilemma, such as apologizing, expressing affection or sympathy, congratulating or even arguing.

*Prose and Passion* adds a certain spice to high school and adult classes, offering students a refreshing variety of language experiences. Most of all, it gives them the means to find the right words and phrases to convey their own feelings.

Available August 1981

No. 18838	Text	166 pp.
No. 18839	Teachers' edition	224 pp.
No. 18840	Cassettes	



## Connections

COMMUNICATIVE Listening and Speaking Activities

by John R. Boyd  
and Mary Ann Boyd

Intermediate

*Connections* helps students make those all important connections — between sound and sense, between sign and meaning, and between person and person. Using one-sided telephone conversations as a base, the authors gradually lead the student to the successful manipulation and use of useful, everyday structures in appropriate contexts. Each unit is based on a specific function. The exercises focus on comprehension, reconstructing the conversation, clarifying an ambiguity, and levels of politeness.

No. 18376	Text	112 pp.
No. 18377	Teacher's Edition	
No. 58378	Cassettes	



Regents Publishing Company, Inc.

2 Park Avenue, New York, N.Y. 10016



## “I’M SO SORRY”

In order to get a quiet, reluctant class to talk, I often work with situations which I feel my students can identify with. Because my students work with a functional-notional text, I try to create activities which spin off from the basic unit. One of these units deals with the many ways in English we have of saying we’re sorry. The following activities can help make the act of apologizing a more interesting one.

I divide my class into pairs and then give each group a card with a different situation on it. Here are a few situations which have been particularly successful. The teacher can set the scenario and can be very flexible in regard to student population, level, age, degree of sophistication.

Situation I: You’re at a dinner party. Say thank you to your hostess for a “wonderful party.” The only problem is that you’ve had a terrible time, the food was horrible, and the guests boring. Apologize for having to leave early.

Situation II: Apologize to your neighbors whom you disturbed last night. You were playing your stereo much too loudly and woke up half of the building.

Situation III: Apologize to your roommate whom you woke up in the middle of the night. When you turned on the light, you realized that he wasn’t wearing any clothes! Your two friends with you burst out laughing. Say you’re sorry for this terribly embarrassing incident.

Situation IV. Apologize to your boss for having neglected to take a very important message at work. He lost the account and is very angry with you. Try to get out of this mess.

It’s very important as the students read their messages to move around the room suggesting ways that they might begin their dialogues. I teach my students direct and indirect ways of apologizing such as: “I really didn’t mean to. . . If I’d known, I would have. . . It’ll never happen again. . .” I also work with my students on the various intonation patterns that can be used in order to express sympathy, resentment, shame, hostility, etc.

It’s remarkable how students take off with these situations and write their own natural dialogues which are much more imaginative and subtle than in any book. The students have the opportunity to use their own language resources, act out their dialogues in front of the class, exchange dialogues with other pairs, etc. Using these situations in the functional-notional context will enliven any class and encourage a positive language experience.

Jeffrey DiIuglio  
ELS Language Center

## Parlor Games, Part 2

For a good writing warm-up, divide the class in two groups. In the first group, have each player write 5 questions beginning with “why”. In the other half of the class, each person writes 5 responses (although, of course, they don’t know to what questions), beginning with “because.” I stress to the students that *because* phrases are not complete written sentences, but are normal oral responses.

When everyone has finished, one questioner reads her/his questions, one at a time in the order written. One responder reads his/her answers, also in the order written, so that many amusing and “gratuitous answers” might occur. While there are always “dud” combinations, students’ appetites are usually whetted by the surprising number of accurate responses: “Why am I so hungry? Because we don’t have time to eat breakfast before class.” Then there is the cryptic “Why do we study English? Because it’s a crazy world.” The element of surprise makes this game as attractive as playing the lottery. When students ask to play more rounds, I try to vary things by having them change roles and/or by working with indirect question order (I wonder why the sky is blue.)

Wendy Schoener  
Boston University

**ESL Riddle** (Thanks to *Contact*, Ontario TESL Newsletter): Why is teaching ESL like living in a mental institution? Answer: Both require commitment.

## MATSOL Flotsam

Few would dispute the idea that it takes a sense of humor to teach ESL. However, there are times when *not* laughing may be the more efficacious pedagogy. Such is the case when students unintentionally misuse and mispronounce English in amusing or offensive ways. Consider the Latin American student who thought his teacher’s new dress was terrific. What he said to his teacher, though, was “You look terrible!” Or the well-bred Latina who strained credibility when she said, “My grandfather was a cookie.” Apparently she didn’t know the word “chef.”

Other bloopers occur in stores and restaurants. It is common knowledge that ornithologists dye the feathers of migratory birds to trace their transcontinental treks. Perhaps this is how the paint store owner thought his product would be used after this statement, also from a Latin American student. “I want to paint my chicken.” Of course, the customer actually wanted to paint his kitchen.

An Arab student went to the market for some lamb, since he was tired of eating beef. He asked the clerk for some lamb, pronouncing the word just as it’s written — with a “b” on the end. What he got was a light bulb; the store clerk had heard “lamp.”

Another student requesting a highway map was given a sponge mop. Still another wanted a drinking straw, but he got a cocktail because the waitress heard “strong drink.”

In the more personal area of dating, the bloopers can be more embarrassing. A Venezuelan lad took an American girl out to dinner. At the end of the evening, the boy made a move to kiss the girl. She refused to meet his lips and shook hands to say goodnight. The disappointed boy walked to his car, and realized there that he had left his keys behind in the girl’s apartment. He went back and knocked on the door, saying “Please give me my kiss.” The girl refused to open the door, especially when her date started insisting, “I need my kiss! I can’t go home without my kiss!”

Students love to hear about each other’s goofs — and share their own. But the next time you hear a student make one, explain why it’s funny before you laugh with him or her.

Robert Gogan  
Chamberlayne Jr. College

# Applause! Your #1 Favorite!

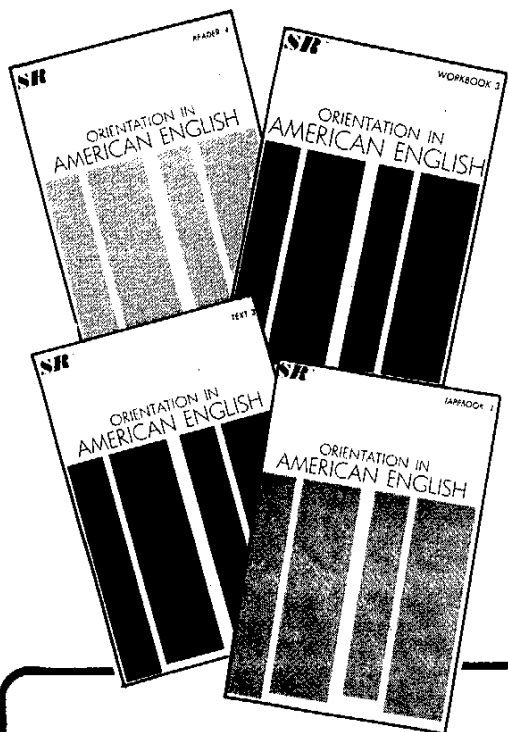
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## React-Interact

(Continued from page 4)

cross-referenced at the back of the book. Since a particular grammatical form, such as the present perfect tense or reported speech, is usually stressed in a unit, it can supplement a grammar text nicely.

An attractive photograph and a description of the situation to be discussed open each unit. This material is often accompanied by a chart of grid and a list of questions for discussion. What follows is usually three or four written exercises, which might be as controlled as filling in the blanks or patterning sentences, or as free as writing a paragraph stating personal opinion. A list of new vocabulary accompanied by simple definitions of the words and phrases used is located on the last page of each unit.

Byrd and Clemente-Cabetas set out three aims for their text: (1) to provide stimulation for real classroom discussion; (2) to expand knowledge of the English language, especially vocabulary and grammar; and (3) to focus on students' own values while sharpening the process of value clarification.

*React-Interact* fully achieves the first two aims. If the process of teaching value clarification is, in fact, possible, it will be a bonus in a book that will benefit both ESL teachers and students in enlivening classroom conversation.

Catherine Sadow  
Northeastern University

## TESOL 1982 Anyone?

The next TESOL Convention will be held at the Waikiki Sheraton (Honolulu, Hawaii) from May 1 to May 6, 1982. Since many of us will want to go there, I am looking into the possibility of organizing a group or charter flight and group accommodations. Doing this early will enable us to be assured of the rooms that we want to get and to have some savings on our fare and accommodations.

I have been doing initial shopping and have gotten the following information, which I will share with you. Traveling on a regular carrier (American or United) at current group rates, our cost would be approximately \$855 per person double occupancy if we stayed at a hotel such as the Holiday Inn. Naturally, this cost would change — it has in fact just gone DOWN — and there are no guarantees until the tickets have actually been purchased. We could spend slightly under \$100 less on the airfare if we traveled via World Airways, but this would require an overnight stay in Los Angeles both ways, thus occasioning extra hotel costs. We could spend more and stay at the convention hotel itself, something that may appeal to many of you. We could also spend less and stay at a hotel of couple of blocks from the beach, which is not as bad as it may sound, since Waikiki is not a very large area. At least some of us may also be interested in staying past the convention, and since we must know about this I have left space on the coupon below for you to indicate that desire.

I would really like us to be able to take advantage of the opportunity to organize as a group. If you have any interest in going to TESOL 1982, please fill

out the coupon and mail it to me as soon as possible. I'll have more information for you as soon as I see how many are interested.

### COUPON

#### PLEASE MAIL TO:

Eileen Nam  
516 Talbot Avenue  
Dorchester, MA 02124

Name \_\_\_\_\_

Affiliation \_\_\_\_\_

Send Mail to \_\_\_\_\_

Phone \_\_\_\_\_

I am definitely \_\_\_ probably \_\_\_ possibly \_\_\_ going to the TESOL 82 Convention in Waikiki.

I will be traveling alone \_\_\_/with \_\_\_ others (i.e., non-conventioners).

My trip will be paid for by myself \_\_\_ my school or place of business \_\_\_ both \_\_\_

I would prefer to travel by regular carrier \_\_\_ World Airways (with stopover) \_\_\_

I would prefer to stay at the Sheraton Waikiki \_\_\_ Holiday Inn or Similar Hotel \_\_\_ A less expensive hotel away from the beach \_\_\_

I will leave right after the convention \_\_\_

I prefer to stay in Hawaii beyond the convention \_\_\_

Other important information \_\_\_\_\_