



Students at UMass/Boston discuss *The Killing Fields*.

Photo by Michael Holley

Learning Outside of the Classroom: Indochinese Students Contribute to *The Killing Fields*

by Melanie Schneider

Some weeks ago, on November 22, 1985, an event took place outside of the classrooms at UMass/Boston: a screening of the movie *The Killing Fields* followed by a panel discussion with Cambodian and Vietnamese students. While films and panel discussions are hardly newsworthy in themselves, the fact that both took place on Friday afternoon at a commuter school and drew more than 200 people surprised even the sponsors of the event—the Student Activities Trust Fund and the Access Program at U/Mass. In the wake of the movie, an open discussion between American and Indochinese students followed up on the events of the film—the Khmer Rouge takeover of Cambodia (now Kampuchea) after the fall of Saigon in 1975. The fact that this discussion took place in the Pub, packed with an intensely interested audience devoid of rancor and bitterness, created a learning experience that no classroom could duplicate.

Anyone who has seen the movie *The Killing Fields* knows the emotional impact of the events depicted in the film. But seeing the film with Cambodian and Vietnamese students lent an additional reality to the film: the knowledge that these students are in the U.S. largely because of

the atrocities and political turmoil that occurred in their countries in the mid-1970's.

In the panel discussion following the movie, three Cambodian students, Kowith Kret, Ely Phlek, and Ming Ung, spoke of their deep sadness for the holocaust in their country and expressed hope that the continued fighting between different factions would end. One student, Kowith Kret, emphasized the need to push for negotiations between the communist and non-communist forces in Cambodia. The legacy of the Vietnam invasion of Cambodia has been an uneasy "peace" between these different factions, including the Khmer Rouge, who have been driven to remote border areas of Cambodia but continue fighting guerilla-style.

The three Vietnamese panelists, Le Quoc Phong, Tran Quang Tuan, and Vu Manh Nham, expressed sympathy for the hardships experienced by the Cambodians. They shared their experiences in the aftermath of the 1975 fall of Saigon and spoke of the ruthless expansionist policies of the Vietnamese communists. "They negotiate only when they are in a state of weakness," reported one of the students. Le Quoc Phong, now an academic support counselor at Bunker Hill Community Col-

lege, noted that although Cambodia and Vietnam are at war, the people of both countries have experienced similar atrocities under communist regimes. In the last decade, reported Le, over 100,000 Vietnamese have been killed by the government.

The panelists also responded to questions from the audience, such as questions about cleaning up mine fields in Vietnam and the prospects for U.S. and international aid to war victims in Vietnam and Cambodia. In response to the question about a U.S. offer to send mine detectors to Vietnam, Tran responded, "Why should [the communist government] accept them? They have hundreds and hundreds of former regime people to kill. . . Better to make them clear mine fields by hand." Like other war-torn countries, there is a problem in Cambodia with the distribution of aid, resulting in the military often receiving the lion's share.

After the panel discussion, there was a generous sampling of Vietnamese food provided by the Viet Restaurant in Boston's Chinatown. Students and faculty alike had the chance to share a table with one or more Indochinese students and continue the discussions on a more private note. For several teachers, including myself, this proved to be a very moving experience. The ongoing discussions revealed much about the students' former lives and their questions about life and education in the U.S.

For these memories and the expectation of more, we at U/Mass. have Vivian Zamel, the Director of the ESL Program, to thank for the organization of this program. We are also grateful to the Student Activities Trust Fund and the Access Program at U/Mass., especially Carol De Souza and Ngo The Hao, for their sponsorship. Without the interest and effort of these individuals, students and faculty would not have gained from the wisdom of small countries besieged by large ones: "When the elephants go to war, only the grass gets trampled."

Melanie Schneider is an instructor at the University of Massachusetts-Boston and a doctoral candidate at Boston University.

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

Carol Pineiro
CELOP/B.U.
730 Commonwealth Ave.
Boston, MA 02215

Articles should be typed and double-spaced.

Next Deadline: April 1, 1986.

**NOTES FROM THE
PRESIDENT**

Happy 1986! As MATSOL goes into its fifteenth year as an organization, there have been many changes in our work. Major political and economic factors have impacted on our work. The number of international students coming to study in the U.S. has declined considerably. The number of immigrants and refugees has increased dramatically. Those non-native speakers of English who are in high school, entering college or in the work force are growing in numbers. These changes have made our jobs more demanding. We have had to look harder for students. We have had to redefine our curricular goals to assist the resident students. We have had to look at new ways to train the mass of workers who are trying to acculturate into American life, earn a living and still maintain a cultural identity. We are certainly faced with many exciting challenges as we enter our fifteenth year.

As I mentioned in my last "notes", I was invited to participate on a panel with the Presidents of MABE and MaFLA at the annual MABE conference at the Parker House in November. The panel was basically an introduction of the three organizations: who we are, what we do and how we do it. It was, however, the beginning of what we hope will be a long affiliation. Since the meeting in November,

THE SECOND ANNUAL ALPINE INSTITUTE OF INTERNATIONAL EDUCATION: HOW TO DESIGN AND PROMOTE SUCCESSFUL INTERNATIONAL STUDY PROGRAMS, TRIPS, AND TOURS June 24 - July 9, Innsbruck Austria.

If you've been thinking about developing or expanding international study programs at your institution (and with the current state of the economy and the increased interest in travel abroad, you should!), then you won't want to miss this unique opportunity. In the summer of 1986, the University of New Orleans offers you the chance to learn to design and promote successful travel programs abroad by participating in a series of intensive "how-to" seminars led by international travel experts and by observing first-hand one of the nation's largest and most successful international summer schools - UNO-Innsbruck, now in its second decade.

The Alpine Institute is designed for deans, directors, and administrators of International study programs, continuing educators, university and high school faculty and staff, association executives, travel and tour operators, and anyone wishing to develop successful and profitable international study programs, trips, or tours.

the State Department of Education has decided that it would like to sponsor a mini-conference for a limited number of members from all three organizations in the late spring. Some of the issues which will be addressed are computer-assisted instruction, language proficiency, multiculturalism, and curriculum coordination. MATSOL members certainly offer a great deal of competence in all four areas. Details forth coming from Suzanne Irujo.

On the homefront, we are busy with the Spring Conference, scheduled for April 4 and 5 at Northeastern University. As Vice-President, Judy DeFilippo is chairing the conference with her usual style and efficiency.

Jackie Clayton, chairperson of the nominating committee, has assembled an impressive slate of candidates for the upcoming MATSOL elections. Please watch for your ballots prior to the spring conference.

Betty Stone has now been in charge of the Job Bank for more than a year, and she informs me that close to 100 people have taken advantage of its service. Hats off to Betty for a job well done.

It's difficult to believe but TESOL Anaheim is just around the corner. We plan to have some sort of MATSOL get-together there. Hope to see you.

Paul Abraham

It's Not Too Late!

Deadline for proposals was February 1st but if you send yours by February 21st, we'll consider it! See Fall MATSOL Newsletter for details on "Call for Participation."

Small incentive grants are available from NAFSA to high school and community groups to support innovative projects that enhance interaction between foreign students and Americans. Write: NAFSA, 1860 - 19th Street, NW, Washington, DC 20009. □

The Alpine Institute will run for two weeks: June 24 - July 9. Enrollment is limited, so early registration is advised.

For more information, call or write

Ken Ostrand, Director
International Study Programs
Metropolitan College
University of New Orleans
New Orleans, La. 70148
(504) 286-7264



CALL FOR PARTICIPATION: SOFTWARE FARE

This year in Los Angeles, as in the past two years, CALL-IS will sponsor a Software Fare, where those of us who program can "show off" our work of the past year. As co-chair of the Fare, I want to encourage anyone who has written or adapted anything for use in the ESL classroom to come and share it. It doesn't matter whether it's a "big deal" program or just a first attempt—we want to see it!!

We have been promised 5 Apples and 5 IBMs, and we are working on getting some Commodores, so there is NO EXCUSE for not bringing a little bitty disk to Los Angeles to stick into a machine generously provided by TESOL. In fact, it would be a shame not to make the most of this opportunity. Like they say, if you don't use it, you lose it.

I personally found much of interest at last year's Fare. I showed two programs, and the comments people made helped me to make them better after I got home. In fact, I recently received the good news that one of them will be published in the near future. How's that for success?

The Software Fare is scheduled for 2:00 to 4:00 p.m. on Friday, March 7th. If you would like to participate, please send a short, informal description of your program, along with your hardware requirements, to:

Daniel Horowitz
WESL Institute
Western Illinois University
Macomb, IL 61455

And, even if you don't plan to exhibit, please plan on being there to share your reactions and to see what your fellow teachers are doing. You might be pleasantly surprised.

Please send CALL articles to Tom Garza, EFL Dept., Sever Hall, Harvard University, Cambridge, MA 02138 before April 1, 1986.



Karen Kossuth at MATSOL on CALL.

INTRODUCING TUTORS TO WORD PROCESSING

by Christine Parkhurst

Students' initial exposure to word processors is best done with someone available to help students, but the teacher may not always be available. Training tutors to help students use word processors is a practical solution. It's essential that tutors know enough about the word processor being used to feel comfortable helping students. What's the best way to train tutors?

During the summers of 1984 and 1985, Harvard University's ESL program offered writing electives in which students used word processors. Assistant teachers helped students use the word processor. The methods I used in training these teachers were different each summer.

The first summer, I explained and demonstrated everything as carefully as I could to begin with, provided handouts which summarized the steps to take, answered all questions as thoroughly as I could, and was available as much as possible to help out and answer questions.

The second summer, I let the trainees take over after offering basic instruction. I let them make mistakes, figure out what to do and practice doing it, and let them work together and answer each others' questions as much as possible. I answered questions if they got frustrated. I was almost never around to help out after the course began.

The method used the second summer seemed to work better. The first summer, when I filled the role of resident expert, many tutors never became really

autonomous. Therefore they were less confident in helping the students. If I was available to answer questions, they were less likely to figure things out for themselves, and understand and remember the solution to the problem. Worse, they lacked faith in their ability to be their own experts.

During the second summer, they felt and acted more confident. Their frustration level was lower. Furthermore, they were more likely to work with the students as a team to solve problems together. They let the students learn as they had, intervening only when necessary. Therefore, I suggest minimizing explanations and intervention and maximizing time spent letting tutors practice on their own.

Christine Parkhurst is an instructor of ESL at Massachusetts College of Pharmacy and the Harvard ESL Summer Program.





TEACHING IDEAS

by Catherine Anderson

In hard times, a sense of humor and a bit of wizardry can rescue the ESL teacher who discovers that his or her beginning ESL class for low income adults has been cut in funding, moved to the basement, or worst of all, denied access to a copying machine. For the beginning adult, new to this country, an open, sharing environment and curriculum centered around his or her conflicts and achievements can be more effective than any textbook. Adult learners often have a number of competing priorities— jobs, children, or emergencies; the supportive classroom established early in the course invites the student to return, and makes studying English a high priority.

A friendly ambience can be created anywhere, even in the school lobby. On the first day of class, be sure all class members learn each others' names. Take notes on where students live, what they like to do, where they work, their children's names and other information you may want to use for future dialogs. Encourage students to exchange addresses and phone numbers in case they miss class and need to catch up at home. Note when students attend, and when appropriate, congratulate them for overcoming numerous obstacles to get to class. Ask them how they got to school, or what they did before coming to class. Their stories make for relevant discussion material, and future "problem-posing" dialogues, such as the kind Nina Wallerstein uses in her text for instructors, *Language and Culture in Conflict*.

Minimal visual display, such as a stick figure illustration on the board, a short dialogue written on the board with grammatical points reinforced by flashcards sustains attention and helps a student focus without distraction. Themes centered on child raising, cultural celebrations, or experiences on the job, tailored for your particular students respect their own experiences and encourage them to participate in creating the curriculum. Grammatical points can be demonstrated on the blackboard; students can participate in cloze-style lessons as they fill in missing words aloud or in their notebooks, or they can correct wrong sentences you give them on the board. Spend a whole class focusing on one student's life, and write his or her biography on the board: Where were you born? How old are you? Do you like chocolate? Ask for further questions from

the class; practice verb tenses with questions such as, What did you do yesterday? What will you do after class? Require students to write down the answers using appropriate pronouns, he, his, she, her. A chalkboard has wide dramatic possibility: it can be a backdrop for a city street, a factory, or a store. A few symbolic strokes— a half moon and skyscraper are enough to establish locale. If you have no board, head for your local computer store or office and hit them up for scrap print-out paper. You can write large lettered dialogues on these. Go to a copy center and request their scrap paper; often you'll find a gold mine of stiff board that makes great flashcards. When your students don't have textbooks to take home with them, require a file folder, that serves a specific purpose such as vocabulary lists. A student can return to the file folder at home for review.

Newspapers are good sources for idiomatic expressions and vocabulary, as well as cultural information. For the beginning student, a headline or picture with a caption is enough. Have each student bring a headline or picture to class; write the headline on the board and discuss meanings, abbreviations, punctuation and slang. Headlines can often promote discussion of current events and clarify students' understanding of news items they may have heard but not understood.

Vocabulary can be built from a group of people sitting together in a circle when the teacher begins with, "I'm wearing a _____, _____, and _____. What are you wearing?" Emphasize colors, adjectives and word order. Idiomatic expressions, directions, and prepositions are more easily learned when they are acted out, and no text can substitute for that. Parts of the body and numbers can be demonstrated easily. If your class is interrupted by voices talking nearby, challenge students to eavesdrop and repeat words they hear; the grating noise of traffic and construction can be turned to your advantage when you ask students to identify its origin.

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Congratulations to . . .

Judy Friedland on the birth of her daughter.

Laura Rossi on the reception of a public service award.

Jill Stover on the birth of her son.

Virginia Zanger on the Herald article of *Face to Face*.

Karen Ahmadi on the birth of her son.



How to Survive in the U.S.A.: English for Travelers and Newcomers

by Nancy Church and Anne Moss

Cambridge University Press, 1983

Reviewed by Mark Steptner

Have you ever wished you could have at your fingertips a book that captures many of the essentials of survival in the United States, one which your ESL students might enjoy using not only while attending class but also after leaving the safe confines of the classroom? *How to Survive in the U.S.A.* is such a book.

Geared for adults "who already know some English and want to travel, vacation, study, do business, or live in the United States," this text is designed for intermediate-level students. It includes a Student's Book and a cassette, and the authors suggest using it in a group setting or for independent study. There are ten units: "Welcome to the U.S.A.!", "Communicating by phone and mail"; "See America by rent-a-car"; "Getting around"; "Places to stay"; "Handling your money"; "Getting something to eat"; "In case you get sick"; "Enjoying your free time"; and "Being a welcome guest." Each unit is ten pages long, with copious illustrations. There is a map of the U.S. at the beginning of the book, with two-letter postal abbreviations for the states. In addition to the titles and thematic symbols for all the units, the table of contents includes the principal situations and functions covered in each unit—e.g., under "Getting something to eat": "Finding restaurants you like; reading the menu and ordering; asking about and describing food; going grocery shopping." Also found at the beginning of the book are an introduction directed at the students and a comprehensive "self-study guide" which explains all of the basic parts of the units.

There are five such parts to each unit. Included in every unit are the following components: taped conversations with comprehension questions; various role-plays—more controlled and more open-ended ones—on such situations as going through a security check at an airport, mailing a package, or talking to a doctor about a medical problem; lists of American and British English counterparts—e.g.,

(Continued on next page)

"area code" and "STD code," "restroom" and "toilet"; helpful cultural information to be read along with a generally humorous cartoon—e.g., in the unit on medical problems, information on the difference between Fahrenheit and Celsius, with a cartoon showing a nurse telling a hospital patient, "Calm down!—Your temperature is 100 degrees Fahrenheit, not Centigrade!"; a review test on idiomatic expressions covered in the unit, often colloquial ones—for example, "Hold the line," "Will do," "Here you go," "I'm hung up on him," "It's on me," and "Do you feel like a beer?"; a glossary with numerous terms defined as they are used in the unit, as simply as possible; illustrations with related questions, such as how to send a telegram or how to figure out phone rates for long distance calls using a chart; "activities"—to compare and contrast words, phrases, or sentences—e.g., "white pages/Yellow Pages," "cash/charge," "raw/rare/medium-rare/medium/well-done." Each unit has a problem-solving section which instructs the student to make up conversations around a given theme or situation, with an accompanying illustration as an aid, such as this one: "Using this subway map of Boston, discuss with a friend the fastest way to get from Quincy Center to Boston College and then to Community College"—with an authentic copy of the MBTA "Rapid Transit Lines" map.

In the back of the book are a lucid teacher's guide, "extra notes" and answers to the exercises and questions in the text, tapescripts for conversations not printed in the units, and a page containing commonly used weights and measures—with conversions to the metric equivalents—plus a list of abbreviations and other short forms (e.g., "VIP," "GP," "Ms.," "IRS"). Unfortunately, there is no index, but given the book's compactness and concise table of contents, students should not have too much trouble finding information under the appropriate topic or theme.

This book is certainly not an all-inclusive one as far as the functions of American English are concerned. For example, it does not cover such areas as giving compliments or avoiding hurting someone's feelings when asked for one's opinion about something such as food or clothing. Nonetheless, the text does treat a wide range of functions that go under the rubric of the ten situational global themes of the book. Although some people may find the title of the book to be somewhat presumptuous, it does cover many of the critical linguistic and cultural components of survival in the U.S.

Despite the fact that there are many survival-oriented ESL books on the market, there are a number of things that make this text distinctive. First of all, it abounds with examples of authentic

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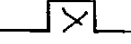




Preposition Propositions

I like long words a lot. Every time, in conversation, when I feel something such as "neurasthenic" or "periphrastic" coming on, my eyes seem to glow and my tongue to limber with anticipation. My favorite long word, though, never seems to make its way into conversation. It is "sesquipedalian" and it is a wonderful word because it is an example of itself; a word is sesquipedalian if it is long and obscure.

I like short words, too, though, and my favorite short words are the prepositions. No words in English do so much with so little. Despite being unable to receive tense, number, person, or affix of any sort, prepositions carry a remarkable share of the semantic burden in English. They do this by a complex system of multiple meanings.

First, most prepositions seem to have a set of base meanings which can often be represented physically. Consider, for example, "over":

1.  The plane is over Houston now.
2.  They threw the body over the side of the bridge.
3.  He kissed her, rolled over, and went to sleep.
4.  He stepped over the bodies as he left the palace.
5.  He knocked over the display with his backpack.
6.  There was milk all over the floor.

In addition, though, many of these base meanings, in turn, seem to have multiple metaphoric meanings. Referring to base meaning #1, consider these sentences:

- 1a. It was over a hundred degrees in the shade.
- 1b. She has complete power over him.
- 1c. She oversees (or "supervises"—an exact Latin analog) construction.

In each of these, the metaphor, that power or quantity is "up", derives from the physical picture of base meaning #1. This metaphoric meaning for "over" even has an opposite. Consider:

- 1d. He has ten men working under him.
- 1e. She was an understudy for years.

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MATSOL SPRING CONFERENCE

Northeastern University

April 4 – 5, 1986

Keynote Speakers:

John Rassias
Dartmouth College

David Eskey
University of Southern California



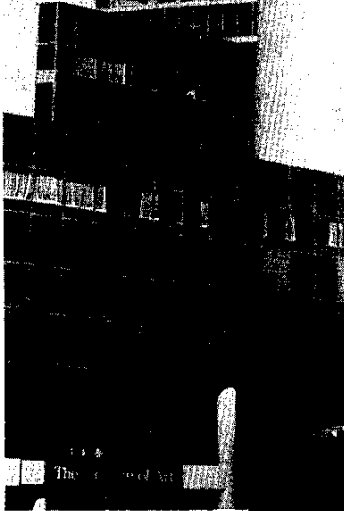
Panel Discussion

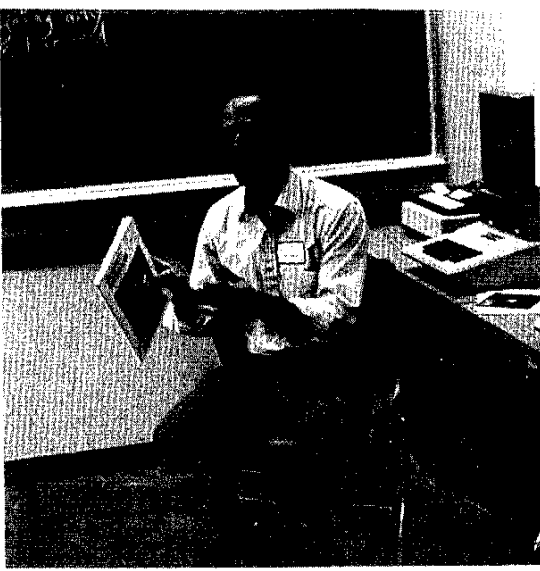
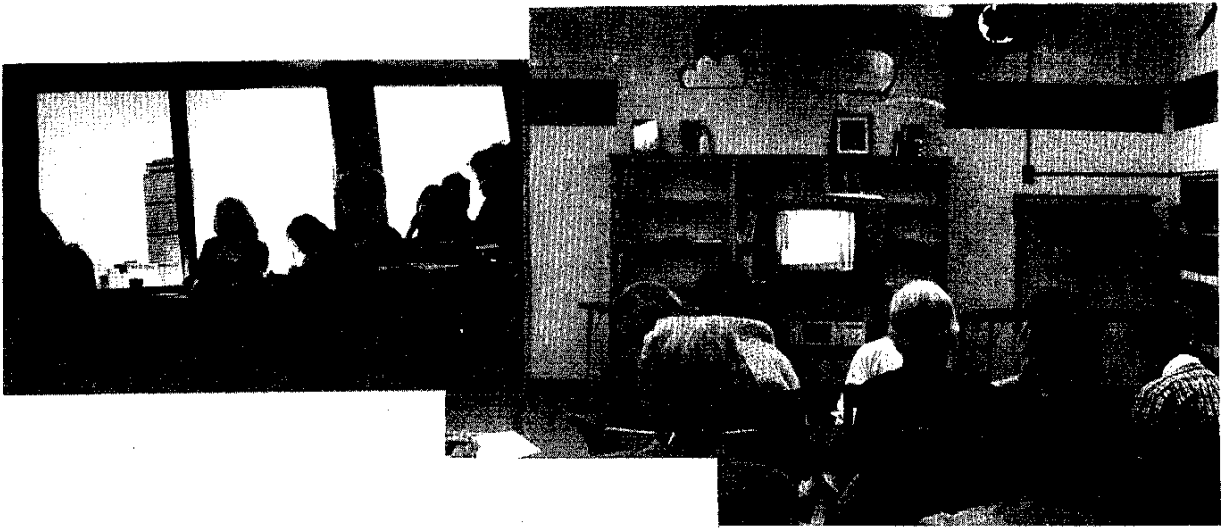
Our Permanent Residents: Bridging the Gap Between High School and College

Please direct any suggestions or comments about the conference to Judy DeFilippo, Conference Chairperson, 437-2455 (Northeastern) or 749-2905 (Hingham).

MATSOL

Fall Conference





Prepositions (Continued from page 5)

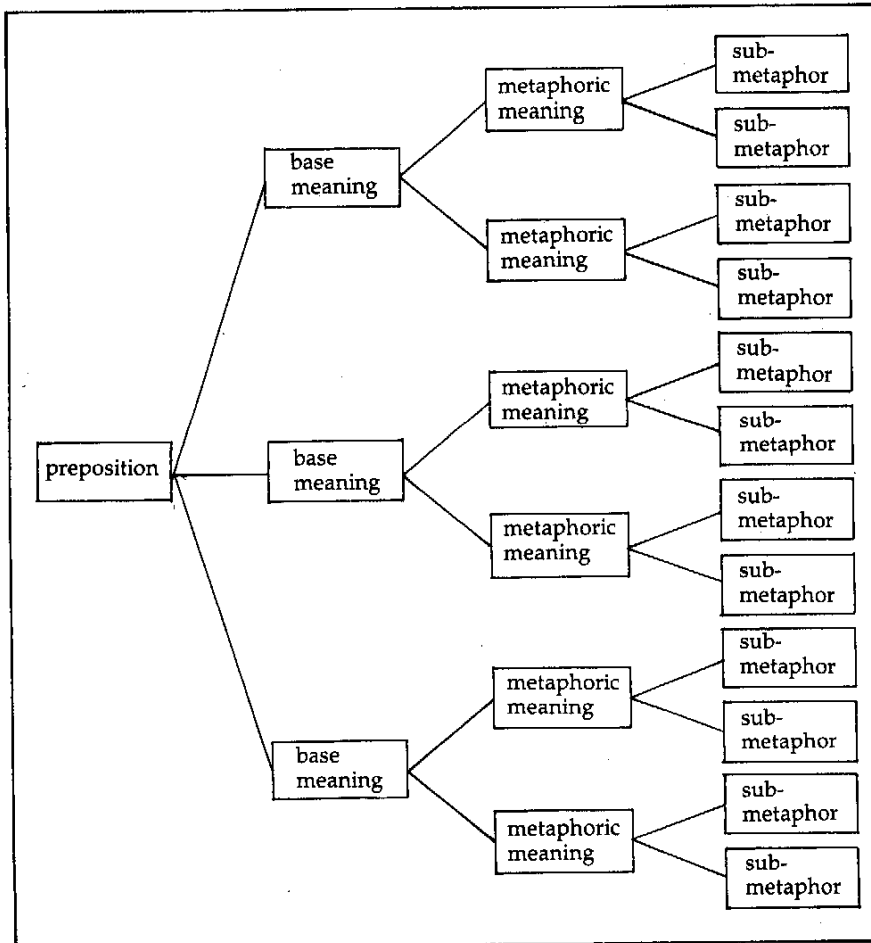
Moreover, this metaphoric meaning has at least one sub-metaphor dependent on it:

- 1f. He is under hypnosis.
- 1g. He was arrested for driving under the influence of drugs.

Further, for each of the base meanings, there is at least one metaphoric meaning. For example, in order:

- 2a. The government was overthrown in a bloodless coup.
- 3a. Rather than accept austerity measures, Argentina decided to roll over its loans once again.
- 3b. The employee turnover is rapid in the fast food industry.
- 4a. Midwesterners are called "the flyover people".
- 5a. Mr. Singer is a pushover when it comes to grades.
- 6a. I always look a book over (completely) before buying it.
- 6b. The play is over (completed) at 10:30.

Thus, if we were to enter the semantic structure of a preposition into a grammar, it would have to look something like this figure:



The metaphoric meanings, of course, are the most interesting. "Into" is a good example. Its principal base meaning can be contrasted with "in" thus:

in into

But, note these uses of "into":

1. I ran into Miguel at the baths last week.

2. I smashed into the wall before I even realized it was there.

The idea of accidentalness might seem to be a separate base meaning for "into". However, I believe that this meaning is actually an extension of the physical base meaning. It seems to me that the idea here is that one inadvertently penetrates the ontologic perimeter of something before realizing it. In this, as in other things, though, I am probably wrong. However, I've never been into plumbing my hunches to the depths.

None of these prepositions, though, is my favorite short word. My true favorite is "of". I love this little word not so much for its multivalent semantic talents as for its remarkable role in the syntax game. More of this next time.

Correspondence

Last issue, I pled (why has this wonderful strong conjunction been nearly abandoned in favor of the strikingly uneuphonious "pleaded"?) for mail. Well, I got some. Sharon Lichtman, with surpassing politeness, has upbraided me for citing a quatrain from *The Wild Flag* which in fact is to be found in *Stuart Little*. May my errors always be noted with such grace.

Lisa Vogel (*raris avis*) has noted numerous instances when I have used "like" where my betters would prefer "such as". She asks, "Is this actually written English?" "It is not," I reply. Please note the second sentence of this essay. "Is this euphonious," I ask.

If any bits of language have enchanted, disgusted, or perplexed you, please send them, with your wise counsel to:

Gregg Singer
CELOP
Boston University
730 Commonwealth Ave.
Boston, MA 02215

In Memoriam

The Harvard University Office of Programs of English as a Second Language has instituted a program of ESL scholarships for worthy Cambridge residents taking Extension or Summer Program evening ESL courses. These scholarships have been named in memory of Domini McCarthy and Rick Smith, two very talented teachers who succumbed to cancer just as their lives were reaching personal fulfillment and professional success. Domini McCarthy taught at Harvard and at Boston University. She developed innovative courses that brought language learning and literary culture together in new and dynamic ways. She died a short year after the birth of her and Gregg Singer's daughter, Claire. Rick Smith brought his Italian Fulbright teacher-training experience back to us and taught in the Wellesley Schools while also serving as one of the finest ESL teachers, and trainers, the Harvard ESL Program has ever had. He lived long enough to complete the manuscript of his and Barbara Swartz' new listening textbook. *This Is a Recording*, just released by Prentice-Hall. Their colleagues in MATSOL miss both Rick and Domini.

MATSOL members who know of Cambridge residents who would be worthy candidates for one of these scholarships are urged to contact Bill Biddle (301 Sever Hall, Harvard University, Cambridge, MA 02138).



AFGHANISTAN: A MEMOIR by Richard L. Coe

It was 15 years ago that I went to Afghanistan as a Peace Corps volunteer. I was a young, idealistic American, fresh from college with a BA degree in History and a desire to help mankind. The Peace Corps was recruiting "BA generalists" whom they would train for work in the Third World. Having no other special skills, I was to be a TEFLer. At that time, I had no idea what that meant and certainly didn't realize that I was starting a profession that would take me all over the world, especially since English had definitely not been one of my stronger courses in college. But, after a two-month training program in Kabul, I was sent out to teach English in an Afghan high school in the city of Balkh, in northern Afghanistan. While in training, we had taken classes in Dari (one of the two major languages of the country), in methods of teaching English as a foreign language, and in the culture of the Afghan civilization. Our methodology courses taught us to use substitution, transformation, and minimal pair drills, as well as how to make pocket charts and felt boards. These drills, along with various set commands ("Listen," and "Repeat"), hand signals and eventually lots of translation, became the basis of my teaching "skill," and I left for Balkh ready to help bring the Afghans into the 20th century.

I learned very quickly that the majority of my students cared very little about learning English. They were the sons of farmers, small shopkeepers, fellow teachers, and clerks in government offices and, except for the one or two who might get to the university in Kabul, they would undoubtedly follow in their fathers' footsteps. They had very little use for English except when trying to sell something to travellers who made their way to this small village which historically was the birthplace of Zoroaster, "The Mother of Cities," and the capital of Alexander's Bactrian Empire. The government of King Zaher Shah had proclaimed, however, that all students study English for six years, beginning in 7th grade. The school where I was to teach had just become a full high school, and 1970 was the first year it had a tenth grade, adding

an eleventh and twelfth in subsequent years. During my three years there, I taught from 3 to 5 classes a day, six days a week, with anywhere from 25 to almost 50 students per class. The texts we used (*Afghans Learn English*) were written by a committee from Columbia University in the mid-60s and my favorite was Book IV, half of which was spent teaching "This is a book and that is too," "This is not a book and that isn't either," "I study English and he does too," and "I don't study English and he doesn't either."

Overall, the conditions at the school were very rudimentary. The blackboards were exactly that - a group of boards painted black. Chalk was purchased by the class "Captain" (the top student) and the erasers were blocks of wood with pieces of felt attached. In the winter, the rooms were heated by wood-burning stoves, but since there was a set allowance of wood for each room per day, it was not uncommon for a desk or bench to be tossed on the fire as well. During the January exams, students would often have to warm their hands by the fire in order to continue writing. Cheating was always a problem and although the passing grade was 3½ out of 10, many students ended the year with grades of only 2 or 2½.

In short, the teaching situation was not very rewarding.

1986-87 FULBRIGHT GRANTS IN TEFL/APPLIED LINGUISTICS

The Council for International Exchange of Scholars (CIES) has announced that a number of 1986-87 Fulbright Lecturing Grants remain available to U.S. citizens in the field of TEFL/Applied Linguistics.

There are specific openings in Bahrain, Benin, Bolivia, Burundi, Cameroon, Czechoslovakia, Ethiopia, Hungary, Indonesia (specialty in interpreting), Mauritania, Mexico, Nigeria, Philippines, Poland, Qatar, Romania, Saudi Arabia, Singapore, Sudan, Turkey, Yemen, and Yugoslavia.

Prospective applicants are urged to telephone as soon as possible to request application forms and to verify the availability of specific awards. Applications will continue to be accepted until qualified candidates have been nominated for all awards. As nominations are made, the number of available awards will decrease. For information, call or write CIES, Eleven Dupont Circle NW, Suite 300, Washington, DC 20036. Telephone (202) 939-5401. When inquiring, indicate countries of interest.

Traveler's Prayer:

*May the experience of leaving home
Direct us to ourselves
And to our fellow natives on distant lands.
May we be worthy guests
As well as worthy hosts.*

- Anonymous

Nevertheless, my life there and my contacts with the Afghan people are something that I will never forget. I was the only foreigner living in the village and to me "Mister" became a title of respect and position as much as "Khan" and "Agha" were to eminent Afghans. The people I came to know, my houseboy, my students and their families, my fellow teachers, and the townspeople, invited me to their homes and treated me as an honored guest and eventually as a friend. My life was very uncomplicated and simple. Balkh had no paved roads, no electricity, no running water and the nearest Americans were half an hour away by local taxi, truck or bus. This lack of modern amenities was not a major problem, however, and my three years in Balkh were rich in fellowship and friendship. I remember sitting on cushions on the floor and digging into huge platters of rice and meat, surrounded by small side dishes of stew and meatballs, lots of flat bread, fruit for desert, and pot after pot of steaming black tea, with sugar or candy for the guest; making trips in the winter to watch *buzkashi* (a game played on horseback by the tribesmen in the north in which a goat's carcass was carried instead of a ball); receiving unexpected visitors that my students brought to my house, believing that since they spoke English and came from the West, they were my friends or relatives; and walking through wheat fields and almond orchards in the late afternoon to the old mud walls which surrounded the city, where I climbed to the top of a tower and watched the sun set. After leaving in 1973, I was twice able to return on vacation and was welcomed as a returning son or brother. I remember walking down a street in a neighboring town on one of those trips and passing two women. As they were both wearing the Afghan *chaderi* (a flowing veil that covered them from head to toe), I had no idea who they were until I heard one of them say in Dari, "It's our Mister!"

In these last fifteen years, the field of ESL has grown and changed immensely. I have met many ESL teachers who got their start, as I did, in the Peace Corps, and I think that the feeling of adventure and the wish to learn more about our world and its peo-

(Continued on next page)

Afghanistan (Continued from page 9)

ple is a major reason that many of us continue in the field and venture overseas to work.

The world has also changed a great deal and I can no longer return to my quiet village and sit under a walnut tree, listening to music and drinking tea with my Afghan friends. Instead, I watch news programs hoping to catch a glimpse of an Afghan face that I recognize or search the papers for articles about the area where I lived. I continue to hope that some day, out of the blue, I may get a letter from a friend who finally made it to Pakistan or Iran and who had taken my address with him.

I don't know how much of an effect my stay had on the people in Balkh. I know the effect on me was great, both professionally and personally. *Inshallah* (God willing), one day I will go back.

Dick Coe, an instructor of English as a second language at CELOP, also taught for several years in Saudi Arabia.

Please send articles for Foreign Correspondence to Jennifer Bixby, Addison-Wesley Publishers, Reading, MA 01867, before April 1, 1986.

Employment Opportunities

KOREA: ESL/EFL instructors. Required: BA/BS and 6 months full-time ESL experience, or degree in TESOL; preferred: MA in TESOL, 2 years full-time experience, and overseas experience. Salary: \$13,200 per year for two years. Benefits include round-trip airfare, \$300 shipping allowance each way, one week orientation and training on-site, furnished apartment or housing allowance, plus vacation days. Contact: ELSI/Korea, c/o Greg Harruff, ELS International Inc., 5761 Buckingham Parkway, Culver City, CA 90230.

AFS VISITING TEACHERS PROGRAM hosts a teacher exchange program with U.S. secondary school teachers and teachers in many other countries of the world. AFS International/Intercultural Programs in the leading nonprofit international exchange organization, and the purpose of the program is to provide educators with an intercultural living experience while at the same time enriching their teaching skills. Both summer and six month options are available. For more information, contact: Carolyn Yohannes, AFS International/Intercultural Programs, 313 East 43rd Street, New York, NY 10017, or call (212) 949-4242, ext. 407.

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JOBLINE, a computerized listing of current employment opportunities in Bilingual Education, ESL and related fields, has been created by the National Clearinghouse for Bilingual Education. No cost is involved for either advertising a job or requesting job information. For more information, contact: Information Specialist, National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Suite 605, Rosslyn, VA 22209, or call (800) 336-4560.

REFUGEE CAMPS in Indonesia, Thailand and the Philippines are seeking individuals with significant experience teaching ESL, working in resettlement or providing employment-skills training to work in supervisory, teacher-training or administrative positions. For more information, contact: Refugee Service Center, Center for Applied Linguistics, 1118 22nd St. NW, Washington, D.C. 20037, or call (202) 429-9292.

How to Survive (Continued from page 5)

"realia" - photographs, schedules, forms, ads, menus, coupons, maps, checks, signs, charts, and diagrams - of vital interest to ESL students and from all over the U.S. It is worth noting for the benefit of ESL teachers in Massachusetts that in addition to the afore-mentioned rapid-transit map, there is a map of Logan International Airport, with an accompanying flow-chart exercise on what to do when arriving at an international airport. Another factor is that the cassette is first-rate, with natural speech patterns, dialects representative of most of the major regions of the U.S., and periodic lively musical passages leading to the next section. Indeed, the presence of so many dialects exposes students to different "accents" that they might encounter while traveling or studying in the U.S. and underscores the cultural diversity within the U.S. Also, for a book that is so compact, it offers students a tremendous amount of useful cultural information, including such items as "doggie bag," a "potluck dinner party," and material on the relative informality of many types of "get-togethers" in the U.S. Finally, the emphasis is on appropriate forms of communications, including aural, reading, and oral practice. There are no grammar drills, for the focus is on interactional survival English, not on the mastery of grammar rules. (Nonetheless, students who use this book will learn a lot about phonological and grammatical reductions as they appear in the conversations, which could serve as springboards for grammatical, phonetic, or lexical analysis.)

I have used the book with intermediate-level students in listening and speaking classes. What I have found is that the content is a strong motivational factor for students, especially when the book is complemented by the cassette.

Recommended for mature audiences, the text does contain some rather direct language - in a bar - Annette, to Mike: "You know, you really turn me on..."; later, Jay to Mike: "Look, that was quite a chick." "Chick" is defined as "impolite slang word for girl or woman" in Unit 9.

If one were looking for an ESL text to put into a time capsule about the U.S. in the late twentieth century, *How to Survive in the U.S.A.* might be an interesting choice.

Mark Stepler teaches English as a second language at ALA, Babson College, in Wellesley.

Tense Situations: Tenses in Contrast and Context

by Pamela Hartmann, Patricia Esparza and Annette Zarian.

Holt, Rinehart and Winston (175 pages).

Reviewed by Linda Darmon

Tense Situations is an inspiring and fun-filled approach to a review of the verb tenses. It is completely contextualized, with each chapter based on an imaginative anecdote (*Gypsy Esmeralda's Crystal Ball*, *Rock Star Blues*, *Great-Aunt Bertha vs. The City Council* . . .).

The text is intended for "high intermediate ESL students who have studied all or most of the tenses in English but haven't mastered them completely." The goals here are (1) to contrast all of the tenses (as opposed to the more common practice of contrasting only two, or at the most three) and (2) to include all possible interpretations of each tense, with respect to both time and meaning. This would, then, very likely represent a student's first exposure to many of the various shades of meaning which are most often not present in a conventional text. For example, here the student receives practice using the present simple and present continuous tenses for future actions, the present continuous

for temporary actions, the negative of will to indicate refusal ("I won't let this happen"), and the simple past for duration with non-action verbs.

Each chapter begins with a series of pictures representing a filmstrip. Captions appear to the left of the strip, and to the right are the same captions, containing only the base forms of the verbs. After reading or listening to the story, the students are to cover the captions on the left and retell the story using only the information on the right. The following section consists of a grid contrasting the tenses used in the chapter and includes all the variations represented. The follow-up activities are varied and amusing: Picture Puzzles, Finish the Story, Story Lines. The Rap It Up section is generally very open-ended and involves a great deal of work in pairs or groups. This is probably the most useful part of the book, in that it provides the students with the opportunity to experiment with the various nuances of the verb tenses in creative yet controlled situations. The benefits of independent pair or group work in ESL classes have been discussed at great length in the literature. Here, indeed, one gets the sense that the students will be engaged in realistic and meaningful communication about their own experiences or, by using their imaginations,



will comment on a creative fantasy. The strongest criticism of the book would probably be the extended use of imaginary situations where the students would be better served by more practice with realistic, personal situations.

There are three groups of chapters (present, past and future tenses) each with a review chapter as well as two cumulative reviews. The appendices contain answer keys, a chart on the uses of non-action verbs, and discussions on the use of the tenses in subordinate clauses, indirect speech, the passive voice, and the conditional.

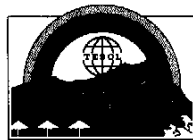
Most teachers — as well as students — would probably agree that reinforcement of the use of verb tenses is generally a worthwhile activity, and often precisely what is needed to bring an ESL student over the threshold from a familiarity with English grammar to the ability to communicate actively. *Tense Situations* should provide just this type of needed practice.

Linda Darmon teaches at Chamberlayne Junior College.

Teaching (Continued from page 4)

Ideally, the beginning ESL class should be a place for adults to learn at their own pace, interact with others, and share worries and successes. However, for an adult, an English class is often loaded with emotional struggle. High expectations combined with memories of traumatic schooling or fear of failure can interfere with learning. Rude encounters with people who misunderstand a beginner's English may also diminish a student's confidence. A dialog centered around a student's embarrassing exchange is just one way to connect students' real life experience with the English language. As your students get to know you and each other, they will feel less shy about criticizing the country they now live in, and freer about requesting changes in the class. Once you've laid the groundwork for communication, your students' own experiences will seem far richer and more fascinating than any text. Lessons will be better remembered and truly learned when the content comes from students' own concerns and interests.

This column discusses techniques and approaches in ESL teaching. Please send your ideas to: Ralph Radell, Bunker Hill Community College, Boston, MA 02129.



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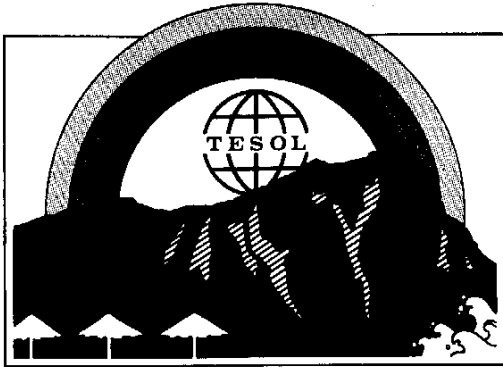
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