



NEWSLETTER

Vol. 8, No. 1

Massachusetts Association for Teachers of Speakers of Other Languages

FALL, 1979

Bringing Intercultural Communication into the EFL Classroom

At the peak of the summer heat wave, I was fortunately airlifted out of the stifling humidity of the Atlantic seaboard and gently set down in the cooler dryer climate of northern California. Not that I need any further justification, but in fact, I went there to attend the Stanford Institute of Intercultural Communication, held at Stanford University in Palo Alto, from August 5-10, 1979.

My 5-day workshop in "Teaching Intercultural Communication" (there were also workshops in cross culture counseling, international business, international education) was rewarding both personally and professionally; in that kind of setting it was difficult to separate the two, because most people there embraced a combination of the personal and professional qualities that I crave. I met people there who, like myself, have traveled and lived abroad, and have incorporated those international experiences into their daily concerns and lifestyles. Such people have an extra dimension, an extra layer of character that stimulates me. I found people there who bring that same international outlook and awareness into their work, and treat the foreign student not like a voice box to be trained in the rigors of the English language, but rather as a whole person who must learn not only to speak, but to communicate with people in a different culture. I think this is what the field of intercultural communication can contribute to success in the EFL classroom.

I'm sure that each of you EFL teachers can think of a student who can speak English, but can't really communicate. He might even be the same student who scored over 600 on the TOEFL, so you were surprised when you met him for the first time because you couldn't understand each other well. You spoke with each other, but didn't really communicate with each other.

As an EFL teacher at MIT, I often encounter foreign students and staff who are very bright and highly motivated, and sometimes the only barrier to success they face is the inability to communicate effectively... in spite of their working

knowledge of the structure of the English language. I went to the Stanford Institute for Intercultural Communication because I felt that a marriage of EFL methods and intercultural communication ideas and activities might provide the right mix which would allow the EFL teacher to help foreign students develop better communication skills. After attending the SIIC, I'm more convinced than ever that it is, indeed, a perfect match; EFL and intercultural communication can live together in peace and harmony, contributing to each other's growth and development and I am now committed to that goal.

The EFL classroom ensures the coming together on a regular basis of a heterogeneous mix of students from different cultural backgrounds for several hours a week over a period of at least one semester... and their main goal is to learn communication skills which allow them to function better in a culture different from the one they were brought up in - the perfect laboratory setting for the application of intercultural communication skills. In this setting, intercultural communication tries hard to occur anyhow. In fact, you almost can't stop it from happening. If the EFL teacher knows how to take advantage of that already potential-filled situation, and can bring into the classroom the results of the research in the intercultural communication field, the students will learn the kind of communication skills that will help them succeed. They will learn more about their own cultures as well as the cultures of their fellow students; for, the EFL teacher has a whole source of exciting materials

and activities to use during class. It's an all win, no lose situation.

I'm convinced that the most effective (and therefore most efficient) communication occurs when those involved in the communication process are well aware of how our cultural background affects our values, attitudes, manner and means of communication, and our perception of human behavior. The investigation and interpretation of these issues is the very *raison d'être* of the intercultural communication field.

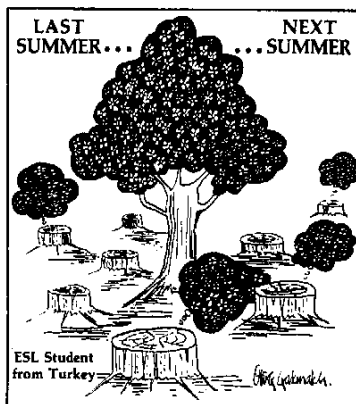
Perhaps those of us who teach foreign languages sometimes get caught up in the complexities of verb tenses, and need to be reminded that if, in fact, our goal is to help our foreign students learn how to communicate better in English and in our American culture, this necessitates a sensitivity to the many dimensions of communication that go beyond the grammar and lexicon of the language. The Stanford Institute for Intercultural Communication provided me with many resources and the motivation to continue my search for ways to combine EFL and intercultural communication... so far with positive results.

Continued on page 2.

Crossing Cross-Cultural Barriers: Student Challenge/Teacher Response

MATSOL presented its annual fall mini-conference on Saturday, October 20th at the Devotion School in Brookline. Marilyn Bean Barrett of the Northfield Mount Hermon School was instrumental in providing the theme, Bridging Cross-Cultural Barriers, and in devising the workshops. The morning sessions focused on the students' experiences of acculturation and the afternoon workshops covered the ways in which a teacher can understand and guide the students through their cross-cultural experiences. Then, Muriel Saville-Troike of Georgetown University addressed the conference participants and the day concluded with a festive wine and cheese party at which everyone renewed old friendships and met new members.

Further information about specific workshops will be provided in the next newsletter.



Intercultural (continued)

For more information about the SIIC, write,

Clifford Clarke, Director
Stanford Institute of Intercultural
Communication

P.O. Box A-D, Stanford University
Stanford, California 94305

If you decide to go next summer, I hope your experience will be a repeat of mine, except for the earthquake that registered 5.9 on the Richter Scale the second day of the conference. After that, I didn't complain so much about the humidity when I returned to Boston.

Kathy J. Irving
Foreign Languages & Literature
MIT

Massachusetts Association for Teachers
of Speakers of Other Languages
c/o Caroline Banks

Arlington High School
869 Massachusetts Avenue
Arlington, MA 02174

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MATSOL NEWSLETTER costs are included in the annual membership dues. Contributions to the Newsletter are welcome and should be sent to:

Catherine Tansey, MATSOL
American Language Academy
Babson Park, MA 02157

Articles should be typed on one side of a sheet and doubled spaced.

MATSOL's Treasurer's Report 1978-79

March 1, 1979	
Balance:	\$1524.73
Disbursements:	738.79
Income:	748.58
September 19, 1979	
Balance:	\$1534.52
Job Bank Balance:	\$ 142.31

Alice Fastov
Secretary-Treasurer

September 24, 1979

Dear MATSOL Member,

In looking back over MATSOL's activities over 1978-79, I can scarcely believe that six months have passed since we packed up our signs and registration materials and vacated the Sheraton, Boston. Yet, although the TESOL '79 is now part of our past, it is also, in a very real sense, a part of our present and future. For how we see ourselves as professionals and colleagues, as well as how we see our local organization as a power to design and implement major activities, cannot but reflect the satisfaction that we feel at our success in welcoming TESOL to Boston. The energy which resulted in our participation not only in the "housekeeping" chores but also in the substantive reality of that conference promises well for our continued activity in the 80's.

So, too, does the fact that even in the midst of our preparations for this major undertaking, members of MATSOL found time to plan and carry out a successful Fall Fol-de-Rol day of workshops, to monitor and appear before the Massachusetts Board of Teacher Certification in support of certification for ESL teachers, and to make presentations for the President's Commission on International Education.

There is no way I can list everyone I want to thank -- but my special gratitude and best wishes for the future go to Caroline Banks and the MATSOL Board and to members of the TESOL Local Committee, especially Raffael DeGruttika, my co-chairperson. Thank you for giving me a memorable year; I hope to see more and better things in the future from and with MATSOL.

Amy Lezberg

TESOL Convention Preparations

The Teaching English Abroad/Special Interest Group (TEA/SIG) of TESOL, in preparing for the March, 1980 Convention in San Francisco, seeks information from researchers and teachers outside the United States. Researchers overseas are asked to submit abstracts of their research to TEA/SIG even if they do not plan to attend the convention. Teachers overseas needing ideas to improve their teaching in difficult circumstances may submit to TEA/SIG their pedagogical

problems with a description of their teaching situation (materials used; number, level, and age of students, type and purpose of instruction, etc.) Correspondence should be addressed to Dr. Lin Lougheed, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

Job Bank Registrants

To those of you who thought the Job Bank was dead... it is not. The Job Bank is alive and well. This has been a very poor year for teacher openings. As a result, mailings did not go out for the months of January through August. Therefore, those of you who registered in 1978-79, your fee for the Job Bank will be good for 1979-80.

If you are interested in remaining on the Job Bank list, please notify me in writing as soon as possible.

Alice Fastov
c/o MATSOL
515 VFW Parkway
Chestnut Hill, Ma. 02167

Up-Coming Events

November 3, 4, 1979
MFLA Annual Fall Conference
Sturbridge Inn, Sturbridge, Ma
Info: Conference Chairperson
Elaine M. Hardie
Concord-Carlisle High School
(617) 369-9500, Ext. 212

November 2, 3, 4, 1979
International Training Design
Curtis-Saval International Center
Boston, Ma.
Info: SIETAR, Georgetown University
Washington, D.C. 20057

November 2, 3, 4, 1979
**The 13th Annual Conference for
Teachers of English as
a Second Language of Ontario**
Shearaton Centre, Toronto, Ontario
Info: TESL Association of Ontario
P.O. Box 7014, Station A
Toronto, Ontario M5W 1X7, Canada

November 2, 3, 1979
Puerto Rico TESOL's 1979 Convention
Hotel Sheraton, San Juan
Info: Dr. Ronald C. Flores
Puerto Rico TESOL
Box 22795, University Station
San Juan, Puerto Rico 00931

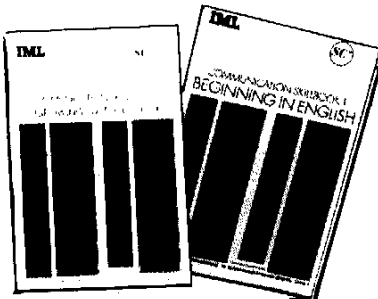
November 22-24, 1979
**ACTFL/AATG/SCOLT
Joint Annual Meeting**
Hyatt Regency Atlanta, Atlanta, Georgia
Info: American Council on the Teaching
of Foreign Languages, Inc.
2 Park Avenue, N.Y., N.Y. 10016

**MARCH 4-9, 1980
1980 TESOL CONVENTION
SAN FRANCISCO HILTON**

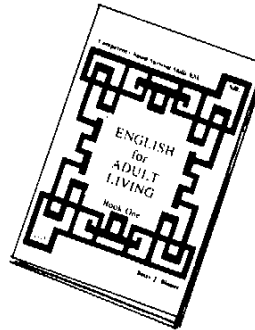
FINDING YOUR WAY AROUND THE MAZE OF ESL MATERIALS IS NOT AS HARD AS IT SEEMS.

TEACHERS. . .

Are your students getting lost in dead-end textbooks? Are their interest and motivation disappearing around every turn? Let IML give some direction to your language program! We have new and improved series to help your students reach that final goal—language acquisition and language fluency.

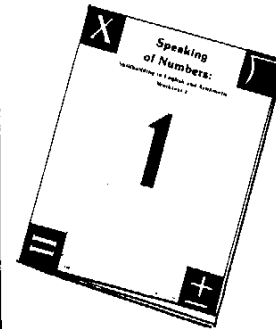


COMMUNICATION SKILLBOOKS—two activity books bring often dull but crucial grammar to life through puzzles, games, and community activities for the adult ESL student.

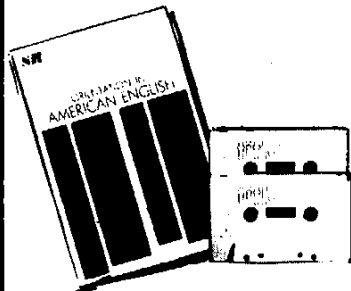


ENGLISH FOR ADULT LIVING: COMPETENCY-BASED "SURVIVAL

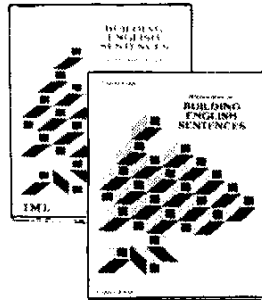
SKILLS" ESL—two practical ESL texts for the beginning level adult acquaints the student with the life skills and vocabulary required to be an active, functioning member in an American community.



SPEAKING OF NUMBERS—teaches basic and practical arithmetic skills within the context of language development. The worktext includes pre- and post-tests; answer key also available.



ORIENTATION IN AMERICAN ENGLISH—complete series on six levels teaches ESL from beginning through advanced classes with varied activities to keep motivation and interest high; flexible enough to fit any individual or classroom need.



BUILDING ENGLISH SENTENCES—a ten book series of lively grammar exercises that helps the student to analyze and synthesize language and its components.

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The Language People

Institute of Modern Languages, Inc.

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ESP Summer Institute

Thirty-five ESL teachers from nine different countries participated in the Second ESP/EST Teacher Training Institute at Oregon State University from July 28 until August 24, 1979. The institute consisted of five modules: "The Administration of an ESP Program" with Karl Drobnic of OSU, "ESP and Methodology" with John Lackstrom of Utah State University, "Materials Preparation" with John Swales of the University of Aston in Birmingham, England, "Textbook Analysis" with Mary Tood Trimble of the University of Washington, and "Rhetorical Discourse" with Louis Trimble of the University of Washington. In addition to these modules, there was a forum every afternoon in which the participants had opportunities to present their varied experiences in ESP. The highlight of the institute was when Christopher Candlin of the University of Lancaster in England spoke to the group on the development of his material on the *Doctor/Patient* and on the future of English language teaching.

What does English for Specific Purposes mean? It involves an assessment of the needs and abilities of the language learners, the preparation of the material to meet these particular needs, the teaching of this material with the cooperation of the students, and the regular evaluation and assessment of the needs of the students in terms of the practical application of the students' learned language. In ESP the student and the teacher must work closely together in order to formulate the proper curriculum. For example, the electrical engineer who wishes to learn English in order to participate in a short post-graduate program at a university in the United States must confirm the content that he or she would likely study and the teacher must analyze and teach this content from the linguistic point of view. Or, the non-English speaking medical doctor who is working in the emergency room of a hospital in England must be prepared to conduct oral interviews of patients and then write concise, readable reports based on these interviews. Despite the fact that the doctor may have an excellent knowledge of English, he may not be able to understand a patient's answer or to summarize these answers so that the next doctor can understand the report. In ESP the teacher facilitates the learning of material with which the student is already familiar in another language. In those instances where the students have no base in the content, (i.e. high school graduates who are learning to be aviation mechanics) outside experts must be available to help the teacher with the content of the ESP class.

As a participant in the institute, I slowly found myself using ESP techniques because I started becoming more analytical of the "real" linguistic needs of the stu-

dents and more aware of the practical application of the students' language. Secondly, I was surprised by the fact that England is perhaps ten years ahead of the United States in this area. There are now two university teacher-training programs in ESP in England and the British Council, among others, has taken the lead in materials preparation and teaching ESP. Furthermore, the University of Khartoum in the Sudan and the University of Kuwait have been publishing excellent journals on ESP - ESPMENA and AL-MANAKH. The English departments in Chile and Mexico have also been very active in this area. Lastly, after a month of informal conversations over many lunches and dinners, I was struck by the great amount of information sharing among the ESL teachers throughout the world. I now recognize the great need for this kind of information sharing and discussion, and I hope that institutes such as this one will continue to foster this exchange of ideas and techniques.

You can obtain the ESP Newsletter by writing:

Karl Drobnic, ESP Newsletter
ELI ADS A100 - Oregon State
University
Corvallis, Oregon 97331

C. Tansey
American Language Academy

President's Commission on Foreign Language and International Studies

Throughout this year President Carter's Commission on Foreign Language and International Studies has been holding public hearings in six regions of the United States. The hearings have been providing parents and educators an opportunity to express their views on the current status of foreign language teaching and international studies and to suggest solutions to existing problems.

At the Northeast Regional Meeting, held at the Fletcher School of Law and Diplomacy, Tufts University, on May 5 MATSOL members were called upon to share their views.

Ms. Abelle Mason, coordinator and instructor of English as a Foreign Language at MIT made the following statement:

"A primary goal of this Commission is to encourage foreign language and international studies among American students. As a representative of English as a Foreign Language in higher education... my interests include the reverse side of this coin as well. That is, they include the cultivating of an appreciation of American language and culture among those not familiar with it and particularly the 235,000 foreign students among us today. I believe that fostering a two-way street of exchange between the culturally

foreign and culturally native students would further these goals."

"At too many universities, the foreign and native students are insulated from each other either by design or by default. Resource Centers which allow for meaningful exchange should be set up and nurtured. For the American group, the foreign students would provide an invaluable source of information both cultural and linguistic; they are the same age; they have educational interests in common; and they are here."

"As for the foreign students... using English solely as a tool to grasp degrees in business, engineering and science, or whatever, may not serve these students well upon their return to their own countries. For at that time, many of these students will fill key positions in government and industry and may also be expected to host their American counterparts should such occasion occur. Therefore they really need the opportunity to gather informed notions of our culture and people while they are here.

"...The number of qualified professionals in English as a Second Language/English as a Foreign Language needs to be increased. In addition, we should do more to develop experts in American studies who approach students with a sensitivity to different cultural backgrounds."

Speaking at the meeting, Ms. Caroline Banks, MATSOL President, and teacher of ESL in the Arlington public schools, spoke of the need for the federal government to "extend ESL teacher training and financial backing, particularly at the secondary school level."

After they have compiled comments and suggestions from the six U.S. regions, the Commission is expected to submit its report to President Carter by October of this year.

Edgar Sather
CELOP
Boston University

It's All In a Day's Work

In preparation for work with expressions of quantity, our middle school class of beginners was being introduced to count and non-count nouns. After the two lists had been put on the board in singular form, I demonstrated that the count nouns usually took an "s" to form the plural, but that the non-count nouns did not. A Spanish-speaking student raised his hand and informed me that I had made a mistake.

"'Cheese' is in the wrong column. It should be with the count nouns. It has an 's' on it lots of times," he concluded triumphantly. "Haven't you heard people say 'Cheeses Christ?'" (The writer is aware of the existence of many varieties of cheeses, but that's another story.)

Bambi Zimmerman
Brookline Public Schools

From Language Teaching to Language Acquisition

(Reprinted from the Newsletter of Illinois Teachers of English to Speakers of Other Languages and Bilingual Education, September, 1979)

Each decade seems to produce its own terminology, a result generally of the need to reflect in concrete terms the growth, the changes in thinking, the, hopefully, advancements made in how we think about and how we act in our profession. The change in emphasis on papers and book titles from language teaching to language acquisition reflects the growing humanism of our ESL materials, texts, methods, syllabuses, programs and teacher training. Certainly, Chomsky's challenge of structural linguistics and behavioral psychology began or at least enforced the growing view that language learning/teaching needed to take a healthy look at itself and its clientel. The growing number of teachers who told us we needed to reevaluate the learning task and the learner as well as the teaching method and the teacher, were certainly pushed to prominence by the reappearance of bilingual education in our public schools and its criticism of ESL as not being affective - i.e. meeting the emotional and cultural needs of the individual student.

As Escobar and Bright have recently pointed out, the research and thrust of the 70's has brought us to the dawn of the 80's with what they see as important and major trends in the areas of methodology, materials, and programs, all of which reflect the growing humanism in education. Emphasis on language acquisition, communicative competence, language appropriateness, of the "limited English speaker", functional syllabuses, and English for special purposes, are the current fruits or foci of this trend.

Methodology is now acceptably eclectic. The teacher first evaluates the needs, capabilities, and learning strategies of her students before selecting the kinds of materials and techniques for presenting, encouraging, and involving the student in a language experience. Clearly such approaches to language learning as Counseling-Learning with its emphasis on the positive, non-threatening learning environment and the teacher as facilitator rather than instructor and the Language Experience Approach with its recognition of the learner as the source of experience and knowledge from which and through which language and life growth can be nurtured, are present evidence of our focus on the learner. Studies in motivation have convinced us that the willing, conscious participation of the student, his personal commitment, his own recognition of his needs and wants are essential to his successful learning of a second language.

Our materials, too, reflect this growth toward viewing the learner's need to deal with communication skills rather than just abstract language. We long ago recognized that our adult students, having less time for formal classroom instruction, wanted instant language usage rather than mechanical pattern building. Situational materials provided first the adult learner and increasingly the elementary and secondary school learner with immediate access to functional, useful language. Demand for competence in language and the use of appropriate rather than just correct (syntactically) language has resulted in another look at language as a notional tool, that is, a tool which has, in addition to its syntactic or linguistic elements (sound, word, and sentence systems), and its situational usefulness, a set of definable/teachable parts that has to do with how one uses language to meet certain communicative/discourse needs such as beginning a conversation, changing the subject, expressing disagreement or anger or curiosity, being polite, or understanding when someone else isn't, etc. The Spanish student, for example, who says "OK! OK!" even though he may be translating, is using real enough English. But how does the native English listener view this response? In English, the repetition of such a short response, generally signals a feeling of exasperation on the part of the speaker, rather than the polite assent generally expected. If what I have seen this past year is any indication, granting that texts will continue to be overwhelmingly audio-lingual/structural/linguistic in approach, there will also be an increasing attempt to provide material with a notional-functional (i.e. language as communication) emphasis.

A third trend, long overdue, and into which I may be reading more than is yet happening, is towards English for Special Purposes (ESP) programs. There seems to be an increasingly recognition in the United States for the kind of language class that has long been taught overseas, classes that not only teach general English but also take into account the specialized vocabulary and communication needs of the student, whether it be the potential scientist, nurse, mechanic, tourism specialist, engineer, or college student. True, many university programs in the U.S. have recognized the need to prepare their ESL students to deal with the skills required of American college education such as listening to lectures, taking notes and writing papers, as well as mastering basic language communication skills, but the trend today is clearly beyond even that to what I see as the recognition that student success may also require certain technical or specialized content area skills as well. What I hope this means is that in elementary and secondary school programs, ESL teachers, will recognize these same needs for their stu-

dents. That is in ESL and bilingual programs, teachers must not only teach English and supply first language education but also prepare the student for eventual movement into content area classes taught in English, often by teachers less than sensitive to the individual needs of the limited English speaker. This means that the ESL teacher must supply needed vocabulary while both the ESL teacher and the bilingual teacher, together, supply the knowledge of and experience in dealing with points of view, testing procedures, discussion techniques, panel and individual presentation formats, math and science procedures, etc., so that the limited English speaker can enter his content area classes taught in English with not only adequate language knowledge and content knowledge but with appropriate and useful skills - ways of thinking and performing - that are expected in those classes.

I think it is hopeful to see the audio-lingual procedure of taking the student from mechanical to meaningful language evolving into an approach which begins with and sticks with what is meaningful.

John F. Haskell
Northeastern Illinois University

INTERLOCUTER

Where can Boston-area ESL teachers go to get ideas about different teaching techniques or to explore their own reactions to other cultures? MATSOL meetings, of course, afford the opportunity to get to know what's happening in other schools. And, let's not forget our supportive conversations with colleagues and also courses that may be taken, although few of these are geared for the practicing teacher who already has a degree in the field. Now, however, there is another alternative which can be added to these.

INTERLOCUTER, Inc., a new Cambridge-based organization, is now offering a series of autumn workshops designed to meet the needs of busy ESL and foreign language professionals and pre-professionals who are able to spend only a limited amount of time, but who wish to intensely focus on one or more aspects of teaching. The workshops, each of which will meet all day on a Saturday (September 29, October 27, and December 1, respectively), will focus on applying methodologies, cross-cultural awareness, and developing listening skills in students. In all cases, the shoe will be on the other foot, and participants will spend part of their time acting as students in order to gain a better appreciation of what happens to the language-learner in the classroom. The fee per workshop will be \$25.00 per registrant.

The organizer of these workshops, Eileen Nam, is at present affiliated with

Continued on page 6

INTERLOCUTER (continued)

the University of Massachusetts at Boston and Harvard Extension.

In the future, Ms. Nam hopes to use INTERLOCUTER as a basis for developing a stronger interest in both practical and theoretical matters relating to language teaching among teachers in the Boston area. Ideas for the future include more workshops focusing on areas of expertise of local experienced teachers (for example, reading, composition, lesson development and adult literacy) and publishing materials developed by local teachers more quickly and on more favorable terms than would established publishing houses. Anyone having ideas in these areas or wishing more information on the autumn workshops is invited - in fact urged - to contact Eileen by leaving a message at (617) 661-2622 or by writing to the following address:

INTERLOCUTER, Inc.
1430 Massachusetts Avenue
Suite 307-40, Cambridge, MA 02138

Poet's Corner

My Island

Beautiful amusement parks
Nice trees and flowers
Blue zoos
And little houses;
I'll go back to
Visit again.

Beautiful sunsets
And running water falls
My family and
My friends;
I'll go back to
Visit again.

Angela Vizaniaris, Age 14
Arlington Public Schools

Report on the Eighth Annual International Bilingual/Bicultural Education Conference

(Reprinted from the Newsletter of the Arizona Bilingual Council, Summer, 1979)

This year's National Association for Bilingual Education Conference was held at the Seattle Center in Seattle, Washington, May 4-9, 1979. The theme of the Conference was "Unity through Service, Education and Research."

The words of Juan R. Juarez, 1979

NABE Conference Chairperson, aptly express the tenor of the Conference:

"Our Conference has particular significance because it coincides with the United Nation's 'International Year of the Child.' Our theme of 'Unity through Service, Education and Research' reaffirms our commitment to education for all children. Indeed, it is the concern for our children, no matter what language they may speak, that brings us together every year to rededicate ourselves to the belief that all children should have access to quality education, that education is not the exclusive domain of a few, and that it is through free access to education that we build and strengthen our society."

One of the outstanding activities was the first General Session attended by well over two thousand representatives of twenty-two Bilingual Education state affiliates. Dr. Josue Gonzales, Director of the United States Office of Bilingual Education, delivered an outstanding keynote address entitled, "The Future of Bilingual Program Evaluation." In the address he characterized the evolving role of the Office of Bilingual Education as follows:

1. "Capacity Building" - O.B.E. will act to enhance the local district's ability to deliver Bilingual Education for bilingual children. Title VII monies will be more closely directed to help districts institutionalize local bilingual programs.

2. "Marketplace Approach" - O.B.E. will continue to strive to provide the benefits of what Bilingual Education practitioners have found to work over the past ten years. O.B.E. sees its 'cleaning house' role as very important in facilitating the work of local school districts.

Dr. Gonzales then outlined what he called "A Five Point Plan for Successful Bilingual Programs," (by this he meant programs that will either get new and/or continuing funding.) His five points were as follows:

1. "Maintain an attitude of accountability" - Here he emphasized the need for evidence that there is local support for bilingual education, that local teachers are proficient in the media languages and that there is evidence of serious scholarship with regards to research and evaluation of the programs.

2. "Plan an outreach program to get the words out and tell your Story" - He mentioned the fact that the media across the country is always ready to publish articles and letters to the editors that speak against Bilingual Education, and that it was time to "tell our story."

3. "Get parents involved" - He said that the days of parents "just blindly signing off" on proposal applications are over. O.B.E. will be looking for evidence of parental control rather than just surface involvement.

4. "Cultivate an environment that is supportive of bilingual education pro-

grams" - Here he emphasized the responsibility of bilingual program personnel and parents to work together to "educate" legislators, school board members, administrators, and other school personnel about the philosophy, nature, goals and purposes of their bilingual program. Unless Bilingual Education advocates work to change local negative attitudes toward Bilingual Education, the future for our children is jeopardized.

When Dr. Gonzales is asked, "How do you change attitudes?" he replies, "You can do the things that will change behavior, and attitudes will follow, and if you can't stop behavior and attitudes, then work to change people."

5. "Consolidate your gains" - He asserted that we must continue to be strong advocates of a holistic approach to Bilingual Education other than linguistic considerations. We need to strengthen other areas such as affirmative action, bilingual teacher and teacher aide training, self evaluation and self improvements, and more parental and political involvement. He mentioned that UNESCO has recently passed a resolution that "all people of the world have the right to be educated in their native language as a transition to the dominant language." We must build on what is becoming a worldwide movement.

Gene T. Chavez, President
Raza Graduate Student Caucus
Arizona State University

BOOK REVIEW

Intermediate Conversation

That Longman, Inc. would eventually produce American versions of some of its more popular ESL texts comes as no surprise. The event is cause for rejoicing. Four adaptations for the American market have recently been published:

* * * *

Take a Stand (Alexander, Kingsbury, Chapman), *Talk it Over* (Alexander, Vincent, Chapman).

* * * *

These two books are addressed to the same market: ESL conversation teachers of "intermediate" level students. Both books are texts with 30 short, two-page lessons. Introductory material (in the form of cartoons, photos, letters, graphs, newspaper articles, etc.) for each lesson is presented on the left-hand page while the right-hand page includes comprehension questions, oral composition, taking a stand/what's your opinion?, discussion.

According to the editors, *Talk it Over* is similar to *Take a Stand*, but the latter, the

OXFORD AMERICAN ENGLISH

OXFORD AMERICAN ENGLISH

Jazz Chants for Children

CAROLYN GRAHAM. The delight of *Jazz Chants* in a book designed specifically for children. This collection of songs, poems, exercises and activities teaches the structures and rhythms of American English, and is accompanied by a cassette. A Teacher's Edition is forthcoming.

Teacher's Edition of Jazz Chants for Children

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follow-up book, "introduces subjects which are even more exciting and controversial." Lesson topics, selected for their "relevance to contemporary life" range from "Down with Football" and "Why Are You Late?" to "What Schools Should Teach" and "Stop the Electronics Monster" in *Talk it Over*, and from "Focus on Marriage" (should married couples sign a legal contract?) and "It's Hard to Improve Oneself" to "Focus on Inflation" and "Let's Stop Supersonic Transport Now", in *Take a Stand*.

With so many lessons to choose from, teachers can opt for those topics which match their own interests and those of their students. There is ample material in either book to enliven lessons of both partially controlled and free conversation. Examine both books, then make your own choice. But you'll undoubtedly want to have one or the other for occasional class use or for a regularly scheduled conversation period.

Edgar Sather
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Comp Comp (*Alexander and Cornelius*) and **30 Passages** (*Byrne and Cornelius*).

Both of these Longman staples merit

consideration for inclusion in the composition curriculum of ESL programs.

The Alexander-Cornelius text is an adaptation of **A First Book in Composition, Precis, and Composition**, originally published in 1965. In its incarnation it is still aimed at providing controlled writing practice for students at all levels, with the four sections of the book paralleling the different stages of learning, from beginning to low-advanced levels. In this developmental material, students can progress from the writing of simple, compound and complex sentences under imposed controls (in connection with the summarizing of the assigned reading passages) to the carrying out of independent writing assignments. Though the materials are not particularly exciting to work with, they are meat and potatoes, not unlike what Czerny produced for piano students: useful drill work which is *sine qua non* for necessary technique.

The Byrne-Cornelius book, first published in 1970, is intended for use with high-intermediate and advanced students. I would revise downward and include intermediate students, too, as potential benefitters.

The book is divided into three parts. Section one has thirty passages (a magic number for Longman?) with increased length and difficulty, followed up with

eight different types of exercises: a variety of comprehension questions, (multiple choice, wh-type, questions for short answers), sentence completion - an especially felicitous exercise providing a two-pronged check on comprehension, two types of vocabulary study, guided composition, and grammar point.

The second section consists of recall exercises, while section three has aural comprehension and dictation passages.

While it would be difficult to work up much enthusiasm for some of the reading passages, many are engaging and all lend themselves to the useful skill-building work elicited by the exercises.

Over the years I have found myself going back to these two Longman texts with blessed assurance (particularly Byrne-Cornelius). I am happy to see them in their new attractive formats, and available from the New York Longman office. (Longman, Inc., 19 West 44th Street, New York, New York 10036).

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