



NEWSLETTER

Vol. 8, No. 2 Massachusetts Association for Teachers of Speakers of Other Languages WINTER, 1979-80

Crossing Cross-Cultural Barriers

Beautiful, sunny weather invited MATSOL members to participate in the Fall Mini-Conference at the Edward Devotion School in Brookline last October. The theme of the meeting was "Crossing Cross-Cultural Barriers" and the purpose of the session was to encourage teachers to look beyond the familiar pedagogical factors which influence the student's progress in English and to examine other outside factors.

At the conference, Marilyn Barrett and Mary K. Dennison of the Northfield Mount Herman School introduced members to cross-cultural exercises for new international students; Ted Dieffenbacher and Jane Etish-Andrews of B.U. performed role-plays about effective versus ineffective college counseling; Gary Lee David of U. Mass./Boston brought out the cultural issues within poetry; Linda Smith of Boston's International Institute and Betty Stone of Project Scale in Somerville discussed the experiences of adult ESL students in the community; Amy Lezberg of Mass. College of Pharmacy and Kathy Irving of MIT noted that culture shock is a necessary part of the cross-cultural experience of the university student; Florence Osman of Brookline Public Schools and Jim O'Connor of the Boston Public Schools talked about the experiences of ESL high school students; Rafael de Gruttola and Margarita Muniz of the Boston Public Schools led a group discussion on the ESL experience in elementary schools, and Sr. Rosemarie Cummings of St. Mary's Parish and Carlos Dominguez of MIT mentioned the family factors which influenced the ESL student.

In an extension of the discussion on the outside factors which affect the ESL student, Muriel Saville-Troike addressed the members on the "Sociocultural Concerns in TESL and Bilingual Education." She reminded us to be aware of the individual differences among the ESL students which affect their learning. These differences include the socio-political and economic circumstances of the student's family, the student's reason for being in the U.S., the student's attitude toward the dominate society, the student's attitude toward himself or herself, and the student's long range plans or expectations. In addition to these

concerns, there are others which influence the ESL classroom. For example, the attitude of the state toward the minority student, the socio-political atmosphere of the state and the academic requirements that the student must meet in order to complete his or her education are indeed influential factors. Therefore, the teaching of a language goes beyond the realm of pedagogy and linguistics. It also falls within the scope of "social reality." Ms. Saville-Troike warned the participants that teachers need a lot of training and "a whole grab bag of techniques" in order to respond to the complexities of the student and to meet the limitations of the outside factors.

C. Tansey
American Language Academy

Fall Conference Participants



Culture Short Takes for Discussion Activities

The culture short takes of this article have been adapted from a group of longer profiles compiled in 1975 at Harvard University as material for a cross cultural training project for interviewers in the University's Personnel Department. The profiles consist of lists of characteristics allegedly typical of the members of particular countries, taken from the writings of reputable commentators.

The profiles comprised the second exercises of a three-part workshop which included; (1) a role play and discussion of the cross cultural job interview, (2) an exercise in identification and discussion of personality profiles allegedly typical of selected other cultures, and (3) a questionnaire on English spoken in the U.S.

These exercises were designed to allow participants to "make discoveries" about themselves and other people. In the role play, for example, as Harvard's senior interviewer was herself interviewed in a language other than English which she had studied in high school and university, the audience as well as the participants became sensitized not only to the potential for distorted perception of a candidate's qualifications on the basis of an occasional language "error", but also to the heightened anxiety of interviewer as well as client in the cross cultural interview.

Unexpectedly, the workshop planners themselves, while designing these exercises, made discoveries every bit as eye-opening as those later to be identified as an introduction to instruction about "characteristics" of people in particular national groups — particularly those "characteristics" which might be interpreted negatively because of their resemblances to linguistic or extra-linguistic behaviors seen as stigmatized in mainstream American culture. During the planning, however, it became clear that none of the culture profiles was, in fact, easily identifiable and exclusive, exercises in labeling them would probably create or strengthen stereotypes, actually impeding rather than facilitating the interviewers' assessment of the job applicant. And finally, the obvious question presented itself: what do generalizations about cultures necessarily have to do with aptitude for a job at Harvard University?

Though disenchanted with the original idea, I was reluctant to discard the culture profiles which had taken a good many hours to assemble, and which I presumed had some grounding in reality. It occurred to me that they might profitably be used precisely to underline the risks of inaccuracy in observation and judgment which one chances when formulating or applying cultural generalizations — even those generalizations based "on good authority." I did proceed to use the files for this purpose, and in coordination with the other two exercises, found them quite effective.

Massachusetts Association for Teachers
of Speakers of Other Languages
c/o Caroline Banks
Arlington High School
869 Massachusetts Avenue
Arlington, MA 02174

Officers 1979-80

Caroline Banks, President
Arlington Public Schools

Edgar Sather, Vice-President
Boston University

Alice Fastov, Secretary-Treasurer
Brookline Public Schools

Catherine Tansey, Newsletter Editor
American Language Academy

Amy Lezburg, 1978-79 President
Mass. College of Pharmacy

Members at Large

Edward Korza, Steven Molinsky, Penny
Shaw, Amy Sonka and Bambi Zimmerman

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 double spaced.

Editorial

With the Spring, 1980 issue quickly approaching I feel that it is time to announce my retirement from the newsletter. I have learned a lot about producing a newsletter and I feel that I have a lot more to learn. However, it is time to give someone else a chance.

On the positive side, I am pleased with the eight-page format which allows for greater flexibility in regard to material. Secondly, I have found myself reading more articles about ESL and giving as my excuse for not working, the fact that I was looking for material for the newsletter. Lastly, I have begun to organize the newspaper into columns which will become regular features. Although I am looking for some people to head the "feature article" and "technology in ESL" columns, as well as a photographer, I am pleased that Ann Hilferty will take charge of the book reviews and Vivian Zamel will organize the teaching ideas column.

From the negative aspect, I wish that more members would participate in the organization through the newsletter. Unfortunately, the elementary and secondary school areas have not been well represented. I hope that this will change in the future.

Please do not forget that this is the newsletter for all MATSOL members and it should represent the views and ideas of everyone. With your help, it can.

IN MEMORIAM

We, the members of MATSOL, are deeply sorry to hear of the untimely death of Ruth Crymes, the president of TESOL. She died on October 31, 1979 in the Western Airlines crash in Mexico City. She was traveling to Mexico from the University of Hawaii in order to address the MEXTESOL members at their annual conference.

Ruth was a devoted person who pushed for the internationalization of TESOL and for the growth of the affiliate and special interest groups within the organization. Her spirit of love, generosity and dedication has kindled a new spirit within TESOL and within the hearts and minds she touched.

Calendar of Events

March 4-9, 1980 - 14th Annual TESOL Convention, Hilton Hotel, San Francisco, Calif. Info: Penny Larson, Alemany Community College Center, 750 Eddy Street, San Francisco, CA 94109.

March 9-14, 1980 - Society for Intercultural Education, Training & Research, Mount Airy Lodge, Mount Pocono, PA. Info: SIETAR, (202)625-3391.

March 28-29, 1980 - MATSOL ANNUAL CONFERENCE, George Sherman Student Union, Boston University, Boston, MA.

April 17-20, 1980 - Northeast Conference on the Teaching of Foreign Languages, New York City. Info: Northeastern Conference, Registration Office, Box 623, Middlebury, VT 05753.

April 18-20, 1980 - CATESOL STATE CONFERENCE, Convention Center, San Diego, CA. Info: Ann Johns, American Language Institute, San Diego State University, San Diego, CA 92182.

June 16 - August 8, 1980 - TESOL SUMMER INSTITUTE, University of New Mexico, Albuquerque. Info: Department of Linguistics, University of New Mexico, Albuquerque, NM 87131, (505)277-6353.

July 18, 19, 1980 - TESOL SUMMER MEETING will be held during the 1980 TESOL Summer Institute.

1980 ESP SUMMER INSTITUTE
University of New Mexico
July 14 - August 8, 1980

CONTACT: Karl Drobnic, Director
EST Clearinghouse, ELI Ads A100
Oregon State University
Corvallis, OR 97331

1980 LINGUISTIC/TESOL INSTITUTE
June 16 - August 18, 1980
University of New Mexico
Albuquerque

Special Thanks

Well over 250 people, including both members and non-members of MATSOL, volunteered their assistance during TESOL '79. The Volunteers Committee has sent over 175 letters of appreciation and would like to thank publicly the following additional volunteers for whom we have neither address nor phone number.

Joanne Albertini, Bill Ames, San Luisa Barnes, Sergia Betancourt, Lisa Boyle, Rosario Cascio, Gabrielle Capolups, Susan Chaput, Linda Ciampa, Peg Clement, Theresa Cretella, Milda Cruz, Cindy Demopoulos, Adelian DeSalvo, Pamela Dill, Carmen Dominguez, Diana LaRae Dunn, Brian Fitzgerald, Judy Gardner, Mary Anne Gennis, Wendy Giurleo, Marc Goodhue, Randy Greenblatt and Cynthia Guennouni.

Also Maureen Harrington, Margaret Hegarty, Marie Henderson, Eileen Hoar, Kathy Hoganson, Maura Keeland, Debbie King, Kathy Ladenburg, Michele LaMarque, Barbara Lambert, Susan Lebach, Charlotte Lipsey, Laurie Malcolmson, Christina Malin, Monica Matthews, Ann McElearnery, Donna McKenney, Sarah Melendez, Nydia Mendez, Kim Merriam, Don Montalto, Carol Jean Nagle, Gail O'Brien, Jill Paradis, Kerne Paulla, Jeanne Pinette, Jim Raby, Judy Rizzo, Carole Rogone, Anne Ruggiero, Laura Savina and Fred Seavey.

Our special thanks to the MATSOL membership in general, to the Arlington, Boston and Cambridge public schools, and Boston area colleges and universities. And finally, our apologies to anyone whose name may have been omitted.

With appreciation,
Ann Hilferty, Bob Bousquet,
Laura Rossi, Linda Smith,
Mary-Anne Vetterling and
Caroline Banks

Short Takes (continued)

The role play exercise warns the interviewer not to automatically dismiss a candidate because of different sets of cultural and linguistic behaviors. The culture identification exercise warns the interviewers against distortion of judgment by subtle stereotypes resulting from superficial, even somewhat sophisticated "knowledge" of another culture. And the English language "test" provides an information base for discussion of attitudes about language proficiency and its relation to academic and professional achievement. The exercises provide an opportunity for participants to identify their own working expectations and assumptions, and the type of inferences they tend to make. Then, through discussions with each other, the interviewers confirm, share and refine the expertise each has built up — those of their professional techniques which bear up under critical examination in the light of insights suggested by the culture activities. While warned against making facile generalizations and drawing inaccurate conclusions from these generalizations, the interviewers are not discouraged from trusting, and continuing to refine, their expertise as assessors of other people.

Of the three exercises, the culture identification lends itself most easily to adaptation for effective use in other situations. If coordinated carefully and done in the context of real issues, the exercise can effectively and gently expose tendencies to make imprecise generalizations and then make incorrect inferences about individuals' abilities or aptitudes on the basis of these generalizations. Valuable discussions can follow in which first-hand experience is examined sensitively and specific problems are brainstormed for solutions.

In adapted form, the profiles might provide diverting and profitable exercises for mature ESL students from the intermediate level up, or for teacher-training or volunteer-training classes. I would like to present here abbreviated versions of the profiles, i.e. the "short takes," with suggestions for exercises.

Each short take consists of five characteristics reported to be typical of one of eleven anonymous cultures represented. The countries themselves were selected originally on the basis of availability of descriptive materials about them and their representativeness of the cultural backgrounds of persons likely to apply for employment at Harvard University.

Users of the short takes should remember that the point of the culture identification exercise is that it is (virtually) impossible, in fact, to identify cultures, let alone individuals, on the basis of a few, simple generalizations. The winner of the TESOL '79 contest in identifying these same short takes "correctly identified" only two of the eleven.

The Answer Key to the short takes is included on page eight of this Newsletter. However, as an introduction to the exercises, you should try yourself to identify the countries allegedly represented. In consulting the Answer Key, if you "missed" the precise country, check whether your guess was within the language or broader cultural group. After checking your own answers and thinking about their implications, look at the suggestions for classroom exercises, and devise more of your own which suits your purposes.

Culture A

1. In culture A, children are taught to respect their elders by bowing their heads.
2. Friends in Culture A share joking/insulting relationships, kidding each other about themselves and their relatives, and using nicknames.
3. Culture A people accept other persons without feeling superior. They follow a concept of respect, endowing other people with positive value.
4. Culture A people are responsive to personal leadership, not platforms. In business affairs they seek personal relationships. They place faith in individuals, not systems.
5. Disregard of a Culture A person's pride in front of his peers or acquaintances will probably profoundly damage his self-respect.

Culture B

1. Culture B persons have an expressive, emotional approach to life.
2. A Culture B person enters easily into profound friendships, but may end them quickly at perceived affronts.
3. Culture B persons are extremely sensitive to "outsiders'" comments positive and negative.
4. Culture B persons do not like giving information about themselves to strangers or officials unless absolutely necessary.
5. A Culture B person considers differences of opinion insults among people, and avoids expressing or eliciting them.

Culture C

1. Human relations in Culture C are characterized by intense interaction, intently observed and analyzed.
2. A person is accepted as a friend only gradually and by orderly steps.
3. Roles and role relations in Culture C are strongly patterned and difficult to change.
4. Culture C individuals are very aware of their positions in relation to larger structure.
5. The ideal of "elegance" remains powerful in Culture C, although efficiency and the egalitarian idea are increasing.

Culture D

1. Culture D people gauge politeness by softness of voice.
2. They make intense permanent relationships characterized by giving and taking.
3. Questioning in Culture D seems overly

direct and needlessly verbose; intuition is considered more useful.

4. In Culture D, clothes determine status.
5. Open disagreement is viewed as shocking, recriminating, definitely impolite.

Culture E

1. Culture E people are not so verbal as people in some other cultures. They communicate more by smiling and touching.
2. Culture E is culturally heterogeneous, and there are cultural and class differences in communicating, especially non-verbally.
3. Culture E people may show anger, displeasure, sorrow or anxiety by smiling, giggling, or laughing nervously, because they are concerned with maintaining control and showing respect.
4. Culture E persons stand in the presence of seniors, and use a plural pronoun instead of a singular to refer to a senior person.
5. Not to look at someone continually while conversing is considered an insult, indicating disinterest.

Culture F

1. The smile of a Culture F person is a law of etiquette, not necessarily a spontaneous expression of pleasure or amusement. It is a social duty to show an appearance of happiness and avoid inflicting sorrow on friends.
2. Culture F people see themselves first not as individuals, but as members of family, country, and company.
3. Culture F people do not ask personal questions of strangers, and they do not "corner" people. As a result conversations may seem vague and open-ended.
4. The young Culture F person may find it profoundly difficult to participate assertively in a meeting with a person in a position of authority, and may expect the other person to show all the initiative in the transaction.
5. Culture F people consider loud speech and loud laughter offensive.

Culture G

1. Culture G people do many things in public that would be considered rude in some other cultures. For example, they: call people by their first names, ask personal questions and talk about themselves personally, and smile at strangers.
2. Culture G people consider each other friends when they share an undertaking; when the undertaking ends, the friendship frequently ends.
3. Culture G people ask each other all sorts of personal questions, but the person asked is allowed to evade or lie about the answer.
4. There is limited freedom for the child of Culture G. His autonomy is encouraged, but there are informal pressures for him to conform to if he wants esteem and popularity.
5. Culture G people may show displeasure, anger, sorrow or anxiety either openly or by withdrawing.

Short Takes (continued)

Culture H

1. Culture H highly values self control and inhibitions of strong feelings, not openness; demands for openness are threatening.
2. Culture H people are very concerned with the feeling of other people.
3. A Culture H person may respond to inquiries with short, polite statements, but volunteer no information about himself.
4. The young person from Culture H feels deference and obedience to authority as a high virtue.
5. Transition into other cultures which value independence, spontaneity, and assertiveness is difficult for the person from Culture H, which values authority, control of feelings, and introversion.

Culture I

1. Culture I people consider comfort more important than working.
2. They observe class distinctions.
3. Culture I people tend not to strike up conversations with strangers.
4. They tend to be impressed by title, not by wealth or business success.
5. Culture I people believe that it is more important to play games well than to win.

Culture J

1. In Culture J, men are expected to be emotional, intuitive, affectionate, while women are expected to be coldly practical.
2. Culture J people have intense comradeships, continually showing concern, always trusting and emotionally involved.
3. Culture J people consider taking time to talk to people important.
4. Culture J people expect teachers to be venerable.
5. Culture J people never like to reveal their weaknesses, and will make up excuses to conceal them.

Culture K

1. Culture K persons are people-oriented. They enjoy proximity and always greet with bodily contact.
2. The Culture K persons use much time for personal relationships, as opposed to the use of time for achievement.
3. Culture K persons are emotionally spontaneous.
4. Culture K people try to deal personally with the highest-ranking official — even if only for a moment.
5. A Culture K person cannot live with being "shown-up". A woman will not compete with a man.

Some Suggestions for Exercises Using the Culture Short Takes

Any of the Exercises from one to six should be done before looking at the Answer Key. Seven to ten should be done after seeing the Key.

1. Beside each short-take, write the name of the country you think it represents. After checking your answers, discuss the significance of the number of your errors. Discuss the specific errors you made. Were you surprised at any of your errors? Which ones? Why? What does it mean that you didn't know some of the countries?

2. Articulate a hypothetical ESL problem, e.g. being interviewed for a specific job. Select one of the cultures of which a typical member might be expected to have problems in this situation. Guess the identity of the culture, and explain why you think the typical member would have problems. Do others agree with you? Are your opinions about whether the member would have problems any different?

3. Make a list of those characteristics from each of the lists included, which could be typical of a representative member of the culture or sub-culture which you belong to. Discuss with others.

4. Make a list of those characteristics which would be atypical of your culture or sub-culture. Discuss with others.

5. Label any of the Cultures A to K with the names of real persons you know who seem to share two or more of the characteristics listed. What cultures or sub-cultures do these persons represent? Do any of the cultural backgrounds correspond with the cultures represented? Discuss.

6. Label any of the Cultures A to K with the names of persons from your culture who share two or more of the characteristics listed. Discuss.

7. If your own country (or larger cultural unit) is represented among the short-takes, discuss the alleged characteristics critically.

8. Select one of the cultures which is not your own. Identify alleged characteristics of that culture which might be shared by a member of your own. Discuss.

9. If you are well-acquainted with an individual from any of the cultures represented in the short-takes, think of his or her personal attributes in the light of the characteristics listed in the short-take. Does the generalization accurately describe the person? Discuss.

10. Is there any one short-take, or any one attribute in any of the short-takes that you cannot imagine as characteristic of a member of your culture or sub-culture? Which one? Why? Discuss.

A. Hilferty
Northeastern University

Teaching Ideas

The MATSOL Newsletter wants to begin a new column that will regularly appear in its issues. This column will consist of teaching ideas, hints, approaches or methods that you have tried in the classroom that have worked for you. It will give all of you the opportunity to exchange

techniques you have used and found to be helpful and effective. We feel that this column could provide you with interesting and stimulating suggestions or alternatives that you may not have thought of before. We believe that teachers can best learn from each other.

If you have a teaching idea that you have found successful and would like to share this with others in your profession, please write it up and send to:

Vivian Zamel
English Department
U. Mass/Harbor Campus
Boston, MA 02125

Teaching Ideas Photograph as a Paragraph

Polaroid is developing ESL teaching ideas for use with its OneStep camera. I recently participated in one of their pilot programs and am delighted to report that the OneStep is a terrific tool for teaching the paragraph. Here is an example of a lesson used with an advanced ESL class at the University of Massachusetts, Boston.

During a class period, students (24) went out in groups with three cameras to take pictures of common objects around the University. Before setting out to take the pictures they had been told that they were to pretend that they were from another planet and should consider the objects and their use from an alien's point of view. The picture-taking itself brought out good communication among the students, all newly acquainted, as they discussed possible subjects and shared the camera. Back in class they were asked to assume the role of someone from outer space writing to the home planet to tell about the strange object in the picture.

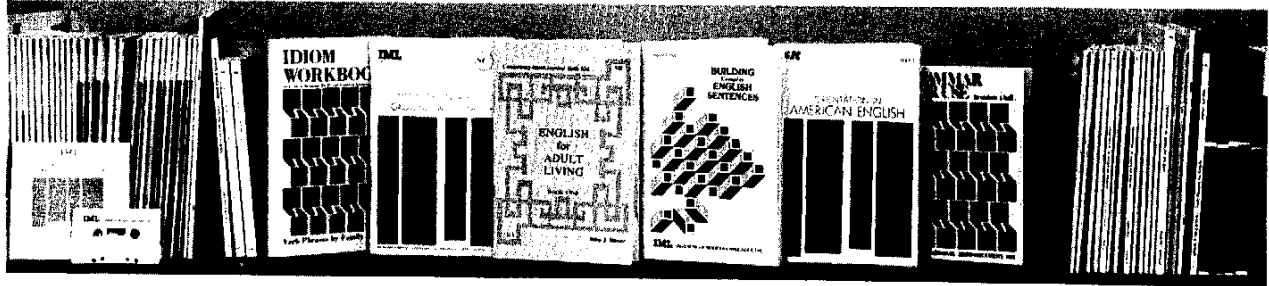
The purpose of the exercise was to use one point of view consistently and to describe an object both realistically and imaginatively. The results were good. The photographs involved the students in the writing process and helped them to think out a topic sentence and develop it with consistency and coherence. Some of the students created very clever "alien" descriptions of objects such as a fire hydrant, piano, elevator and clock. Often the "alienness" reflected cross-cultural differences.

They enjoyed reading and evaluating each other's efforts, and so did I. I had also enjoyed saying as I gave the assignment: Have fun writing. This is just one of many interesting, involving writing activities in the focus of the OneStep camera. For more information about using cameras in the classroom write Polaroid Director, Polaroid Education Project, Polaroid Corporation, 20 Ames Street, Cambridge, MA 02139.

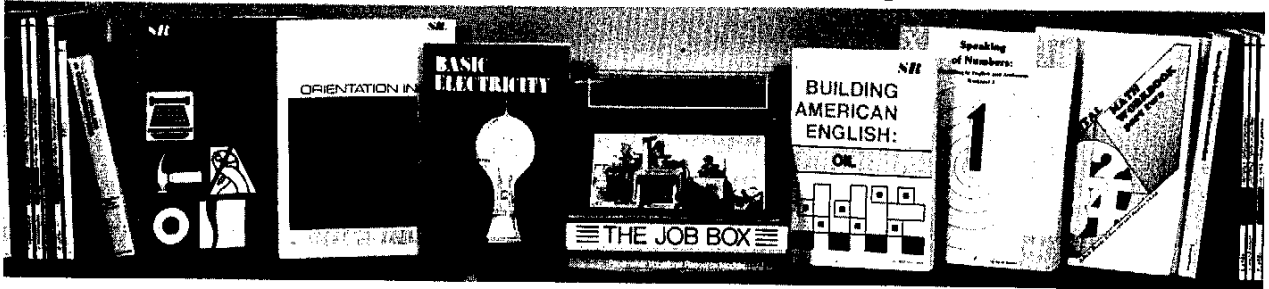
Anita Reiner
U. Mass/Boston

Adult ESL Materials from IML Help You MEET THE 80's CHALLENGE

English as a Second Language



English for Occupational Purposes



At IML, our focus for the past decade, and our directions for the future, has been on the *special needs of adults learning ESL . . . who require practical materials that will help them function in their daily lives. The result? Responsive, practical ESL publications that bring language to life.*

Language Skills

- **Speak English!** **New** Functional objectives and an easy-to-use, eclectic approach form the basis for this unique adult ESL course.
- **Orientation in American English** A new Reader for Level One students completes this tested and revised series of texts, workbooks, readers, tests, and audio components.
- **Communication Skillbooks 1-3** **New** Grammar comes to life in puzzles, games and activities, within a lifeskills context.

Lifeskills

- **English for Adult Living** **New** Two books help teach competency-based survival skills and the language to get a job, shop for food, and enroll a child in school.
- **Speaking of Numbers** **New** Building basic but critical computation skills using simple ESL makes this worktext ideal for beginning adult students of English.

Job Skills

- **Prevocational English** The language and concepts to get a job and succeed in it are the goals of this practical 2-level ESL course.
- **Orientation in Business English** 3 levels of Texts and Workbooks that acquaint students with office language and protocol.

See how committed to adult ESL we really are! Write for IML's new Catalog '80.

See us at TESOL in San Francisco.

Send _____ copy(ies) of your 1980 Catalog.

Name _____

School _____

Address _____

City _____ State _____ Zip _____

Students in program _____

Text now used _____

IML *The Language People*
Institute of Modern Languages, Inc.
SR PUBLISHERS 2622 Pittman Drive • Silver Spring, Md. 20910 • (301) 565-2590

Book Review Editor

I am pleased to announce that Ann Hilferty will be the Book Review Editor for the newsletter beginning with the spring edition. If you are interested in working with Ann, please contact her at:

Ann Hilferty
Dir. - English Lang. Center
Northeastern University
Boston, MA 02115

Book Review

The following book review originally appeared in *The Canadian Modern Language Review*, Vol. 35, No. 4 (May 1979), pp. 747-8. It represents Professor Handscombe's appraisal of a major collection of current thinking on the teaching of English for specific purposes. This review was also printed in *Contact*, the Newsletter of the Association of Teachers of English as a Second Language of Ontario, Vol. 6, No. 4, December, 1979.

* * * *

Mackay, Ronald and Alan Mountford, eds. *English for Specific Purposes: A Case Study Approach*. London: Longman, 1978.

This interesting and well-balanced book takes a common-enough problem in tertiary education — how to teach adult scientists from various disciplines and language backgrounds the English necessary for them to study, survive and qualify as graduate students (in Britain, in these examples) — and through the examination of recent work on "student needs" and "language as communication" on the one hand, and instances from specifically-designed courses on the other, reveals just how complex and challenging its solution has become.

The ten chapters, eight of which were especially written for the book, are grouped into three. Part One — "The Problem Surveyed" — consists of two chapters by the editors. In the first, they distinguish the occupational, vocational, academic or professional needs of adults from the examination oriented language judged suitable for children in school and argue that:

"when needs are clear, learning aims can be defined in terms of these specific purposes to which the language will be put (and) . . . almost immediately, teaching can seem to be effective in that the learner begins to demonstrate communicative ability in the required area. Thus, it is the essential auxiliary role that English is called upon to play . . . that is a prime motivating factor."

The second chapter demonstrates ways of eliciting such "needs" information.

Part Two — "Approaches to ESP Textbooks Design" — is made up of three chapters. The first is an entertaining account by John Swales of his experiences while writing "Writing Scientific English" during the 1960's for his engineering students at the University of Libya. J.P.B. Allen and H.G. Widdowson's (reprinted) "Teaching the Communicative Use of English," lucid and elegant, "represents an attempt to move from an almost exclusive concern with grammatical forms to at least an equal concern with rhetorical functions" (p.58) and calls for two kinds of ability to be taught of which the post-graduate student, due to his previous experience of English, may not be aware: the ability to recognize how sentences are used in communicating and to recognize and manipulate those formal devices used to create units of language larger than the sentence, like paragraphs and beyond. Finally, "Writing 'Nucleus'" by M. Bates describes the construction ("writing" already seems too tame of a word!) of a core course in English for students of science and technology at the University of Tabriz.

Five "case studies" make up the remainder of the book. No description of what "case studies" are or might be is included, but no justification of their use as illustrative material is really necessary. "A 'Social Survival' Syllabus" by R. Straker Cook was designed as a first part of a remedial course for post-graduate scientists at the University of Newcastle upon Tyne, and the splendidly realistic ("Is there any other means of getting there? I mean, supposing I walk?" p.122) dialogue, though "constructed" is mostly to do with very practical matters. The editors contribute Chapter 7, (also reprinted) "A Programme in English for Overseas Postgraduate Soil Scientists" at the same university. Also for the University of Newcastle upon Tyne, J. Morrison, in his chapter "Designing a Course in Advanced Listening Comprehension," emphasizes again that it is not English in general that his students have come to study, but particular varieties of English, and in quite restricted and informal situations. R.R. Jordan's "Language Practice Material for Economists" at the University of Manchester shows how a subject area is treated with similar care and meticulous attention to detail. "Study Skills in English: Theoretical Issues and Practical Problems," by C.N. Candlin, J.M. Kirkwood and H.M. Moore, describes the design of an intensive three-week pregraduate-study course and some of its evolution, and concludes the book.

What makes this book so attractive is that it nowhere guarantees success. The most it claims is that the results can be "impressive" (p.3). "English" is always seen as a means toward the end; failures as well as successes are recorded; the advantages and disadvantages of the ESP concept are described (pp.202-3, especially); development, modification and change are contin-

ually urged. To any designer of course materials, it accords with those deep intuitions that this is how things could, and probably should, be done. Dare we hope that its influence extend, too, towards the children whose needs are for so long "deferred" (p.2)? And towards languages other than English?

Half a dozen misprints occur in an otherwise clear and sturdy text. Because of this, items like simulate/stimulate, with their similar lexical collocates but very different "communicative" requirements, give pause for thought whenever either occurs.

Although there is no separate bibliography, the books listed at the end of the chapters will provide a good background in the area of notional syllabuses, speech acts, the communicative use of language, and pedagogic versus linguistic grammars, to name only four of the most important.

English for Specific Purposes thus demonstrably has its own firm "sociological, linguistic, psychological and pedagogic" (p.7) not to mention philosophic and pragmatic base. A most welcome addition to this new field.

Richard Handscombe
York University of Ontario

Poet's Corner

If time could stop like a picture image of
our minds,
I would like to stop just at that point,
Where we would be able to join our paths
And feel how the intensity of a mutual
feeling
Can make us think that we are an important
part of this world.

Nany Zarakian and Jose Casal
ESL students from Venezuela

Membership

MATSOL membership runs from September to June. If you haven't paid your dues for the '79-'80 membership year yet, please put a check in the mail. Dues are \$6; Job Bank fee is \$2. Send your check to MATSOL, c/o Alice Fastov, 515 V.F.W. Parkway, Chestnut Hill, MA 02167.

Announcement

If you wish to write in a nominee for the MATSOL Executive Board, please send the name and ten signatures to:

C. Tansey
c/o MATSOL
American Language Academy
Babson Park, MA 02157

Orientation and Language Education for Vietnamese "Boat People"

The news has been full recently of stories about the difficulties faced by Vietnamese refugees as they attempt to settle into their new homes in the United States: language barriers, unfamiliar customs and values, unemployment, psychological strain, misunderstandings about many aspects of daily living . . . , in short, many symptoms of "culture shock" both in the newcomers themselves and in the usually well-meaning members of the host communities.

Now, the Experiment in International Living's School for International Training (SIT), in conjunction with the Save the Children Federation (SCF), has launched a pilot project designed to help to prepare the refugees for their new life in advance of their arrival. On November 30, 1979, a group of six teacher trainers left SIT in Brattleboro, Vermont, for several tropical islands in Indonesia where some 40,000 refugees are awaiting resettlement. The majority of these refugees hope to resettle in English-speaking countries. These refugees, about 60% ethnic Chinese and

40% Vietnamese, arrived on the islands during the spring and summer of 1979. Their basic health, housing and food needs have been met by the United Nations, the International Committee of the Red Cross and other voluntary relief organizations. Now the refugees' greatest need is for help in restructuring their lives and in maintaining their hope for the future as they wait for news about their final country of asylum. SIT's program can address both needs as it offers a constructive, creative activity within the routines of camp life, and it focuses on the development of skills and understanding that will be of direct benefit in the resettlement process.

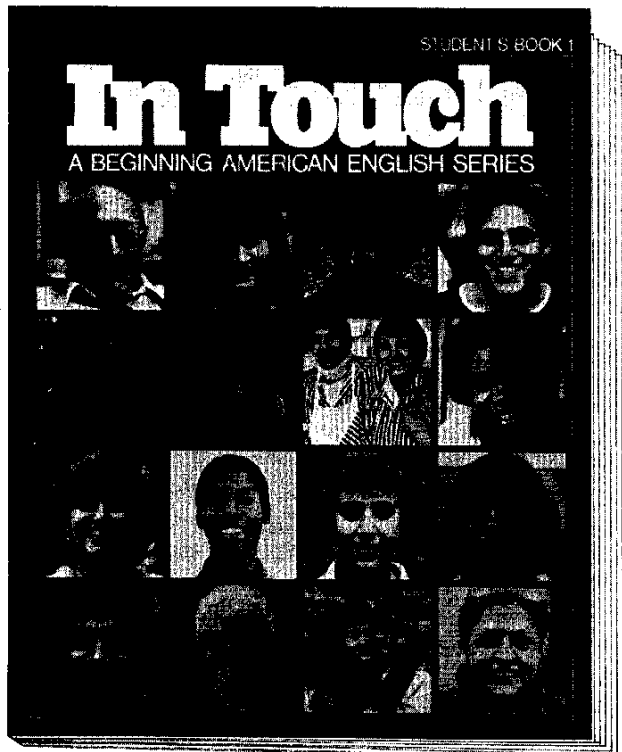
With the help of the Education Committee in each camp who have identified potential teachers of English in the refugee populations, SIT's staff will implement a teacher-training and cultural orientation program designed to ultimately reach some 12,000 refugees within the calendar year. The SIT group brings inter-cultural experience, methodological expertise and specialized materials to the camps. They will work with the refugee teachers in improving their teaching techniques and advanced English abilities so that they in turn can teach to the larger number of refugees. The goal of the program is to help the students

reach at least a survival level of English before their departure and to send them off with a better idea of the challenges they might expect in integrating themselves into their new communities. The program emphasis will be on the development of useful, everyday English skills and on the cultural information necessary for understanding and adjustment.

Refugees who participate in this program will be studied along with a control group who arrive with no previous preparation. If the results are as effective as is anticipated, SIT and SCF will consider renewing and/or expanding the project beyond its initial scope.

Ann Puyana and Elizabeth Tannenbaum
SIT, Brattleboro, Vermont

14th TESOL
CONVENTION
March 4-9, 1980
Hilton Hotel
San Francisco, CA



For more information, contact:
LONGMAN AMERICAN ENGLISH
19 West 44th Street, New York, New York 10036

Stay In Touch With Longman

- **In Touch** is a three-level series for young adults in beginning to pre-intermediate classes.
- **In Touch** follows a functional approach, with priority given to basic communicative goals.
- **In Touch** teaches students how to make English work for them; to communicate their needs and feelings, to express likes and dislikes, ask for and give information, make suggestions, apologize, and so on.

In Touch consists of:

STUDENT'S BOOKS 1, 2, and 3
TEACHER'S MANUALS 1, 2, and 3
(including Student Tests and Tapescript)
WORKBOOKS 1, 2, and 3
CASSETTES 1, 2, and 3

In Touch will be followed by **LIFE STYLES**, a three-book series for intermediate to high-intermediate students. Together, **IN TOUCH** and **LIFE STYLES** provide a six-level series of language instruction.

OXFORD - EXCELLENCE IN AMERICAN ENGLISH

Introducing: **Wall Charts •
Cassette • Workbook**
to accompany the

Oxford Picture Dictionary of American English

Wall Charts Poster-size enlargements of twenty-five full color pages from the text are ideal for group presentation. Visually stimulating, they provide excellent reinforcement of high-frequency vocabulary items on all language levels. They may be effectively used with the text or independently.

Cassette Native American speakers, one male and one female, read the entire English text of the *Dictionary*. Ideal for vocabulary development and reinforcement, the cassette provides a model of standard American English.

Workbook *Forthcoming*

Oxford University Press

200 Madison Avenue, New York, N.Y. 10016

101 Word Games

GEORGE P. McCALLUM

This collection of word games is a valuable resource for vocabulary building, spelling, conversation, and listening practice. Each game is accompanied by a summary of the appropriate vocabulary, sample answers, optimum group size, and level of difficulty. Notes to the teacher provide pointers for the successful presentation of the games in the ESL classroom, as well as a discussion of possible pitfalls. A structure key is provided.

Spring 1980

Elementary Anecdotes in American English (1,000 Word Level)

L.A. HILL

Spring 1980

Forthcoming

Intermediate Anecdotes in American English (1,500 Word Level)

Advanced Anecdotes in

American English (2,075 Word Level)

Culture Key

Culture A	Puerto Rico
Culture B	Egypt
Culture C	France
Culture D	Indonesia
Culture E	India
Culture F	Japan
Culture G	America
Culture H	China
Culture I	England
Culture J	Iran
Culture K	Colombia

In order to obtain a copy of the bibliography please write:

Ann Hilferty
Director, English Language Center
Northeastern University
Boston, MA 02115

Language Publisher Seeks ESL Coordinator

Publisher of language books seeks mature, intelligent, efficient person to coordinate its growing English as a second

language (ESL) program. Responsibilities include liaison with authors, designers, production and marketing departments and assisting ESL director. Some travel in the U.S. and abroad. A minimum of two years experience in publishing is required and ESL classroom experience desired. Send cover letter, resume and salary requirements to:

Elizabeth Lantz
Newbury House Publishers
54 Warehouse Lane
Rowley, MA 01969