

# NEWSLETTER

Massachusetts Association Of Teachers Of English To Speakers Of Other Languages

SUMMER 1986

VOL. 14, NO. 4



*Vivian Zamel is the Director of the Undergraduate ESL Department at UMass Boston. She also teaches writing at the graduate level and has written extensively on the subject.*

## AN INTERVIEW WITH VIVIAN

**CARYL COFFEY:** MATSOL has been around for fifteen years and is the fifth largest division of TESOL in the nation. Can you think back on the beginnings of MATSOL and tell us how it has become so successful?

**VIVIAN ZAMEL:** The early days of MATSOL were characterized by trying to figure out how to become better. We weren't as well organized. For a couple of years we were trying to think about getting non-profit status so that our mailings could go out in a more efficient, less costly way. We were just trying to establish a great many things that we felt that we should do for our membership, ad hoc in those days. Our success has to do with the fact that we've been working on these things for a long time. We finally did get the status and the directory and the Job Bank. In those days people just took on these jobs on a year-to-year basis. Things weren't computerized like today.

**CC:** Everything was totally voluntary?

**VZ:** Absolutely! Things are still very much voluntary. I think that we view ourselves more professionally now because of the trappings of the organization, such as a very professional-looking directory which most of the states do not have.

**CC:** How about the MATSOL conferences? Could you tell me about some of the presentations you've given over the years?

**VZ:** Basically I've not only done presentations, but used to be on the proposals committees. In the old days we were very desperate. We never got enough proposals submitted and we'd call our friends to submit proposals for papers. With the professionalism of the organization came the people who wanted to present. Now it's much more competitive. Now there are many people who submit and don't end up giving papers and workshops because of the competition. All this goes hand in hand with professionalism of the people in the area.

**CC:** Have you thought about your next presentation at MATSOL?

**VZ:** I have tended to give presentations about the teaching of writing and our research in writing. I imagine I'll continue to do so.

**CC:** Is it true that you are writing a book or is that just a rumor?

**VZ:** Not at this time.

**CC:** How much of a role does UMass have in MATSOL? Could you tell me about the connection between this university and MATSOL?

**VZ:** The connection between UMass and MATSOL is not so much a connection between this institution and the organization as much as a connection with the people who happen to be at this institution who are also involved in MATSOL. We have used the MATSOL mailing list to draw crowds to our Colloquium Series which included presentations by Del Hymes and Steven Krashen. We try hard to include everyone.

When I was on the board and an officer of MATSOL there was a close link with this institution. We would promote conferences. We've had two or three conferences here. Another way a connection is made is that I bring into all my graduate classes information about MATSOL and TESOL. People in the program find out about it and join. We make connections in peripheral ways.

**CC:** How much do you think MATSOL has to do with teacher effectiveness?

**VZ:** Teachers who feel good about what they do and are knowledgeable about what's out there are going to be better

teachers. Belonging to MATSOL makes teachers feel that they're part of a professional group of people who share a body of research and literature.

**CC:** What did you think of the last conference at SMU that combined MATSOL, MABE, and MaFLA?

**VZ:** I think it was a great idea. I think we need to make more efforts to join forces in that way. Not all of these organizations are aware of what's going on in other fields. It's very important to cross-fertilize. I think the people in ESL have a lot to contribute to people in Foreign Language and Bilingual Education.

(Continued on page 6)

## Call for Participation

**MATSOL 1986 Fall Conference**

**November 1, 1986**

**LISTENING WITH EYES AND EARS**

**North Shore Community College  
Beverly, Mass.**

The Massachusetts Association for Teachers of English to Speakers of Other Languages invites proposals from individuals wishing to present papers or conduct workshops at the MATSOL Fall Conference on November 1, 1986. Presentations in the following areas are of special interest:

- listening comprehension skills in the workplace, in school, in everyday life
- comprehension-based approaches TPR, the Natural Approach
- technology video, video disc, language labs, new uses for standard AV
- using games, music, theater, talk radio, newscasts
- preparing for the TOEFL listening exam
- teaching the skills needed to understand reduced, colloquial speech
- theoretical issues in listening research
- any other area relevant to the Conference theme

Please fill out the form and return it by September 1, 1986, to:

Suzanne Irujo  
1 Ten Acres Drive  
Bedford, MA 01730

For information, call 275-0489

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ASSOCIATION FOR  
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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. Please include bio-data.

Next Deadline: October 1, 1986

**FROM THE PRESIDENT**

"Language and the World of Work in the 21st Century" was the theme of the "first in the country" symposium sponsored by the Massachusetts State Department of Education in collaboration with MATSOL, MABE and MaFLA. Held on June 13 and 14th at Southeastern Mass. University, the conference brought together key researchers, educators and leaders in the fields of Language Education and Technology. Keynote speakers included Howard Gardener from Harvard who spoke on his theory of multiple intelligences, Barton Thurber from the University of San Diego who spoke on Language and the Computer, Protase Woodford from ETS who spoke on the Promise of Multiculturalism, and Carlos Yorio from Lehman College in New York on "Creative Collaboration on Curricula." MATSOL members may learn more about the the symposium at the MABE Conference on November 17 and 18. Kudos to Suzanne Irujo and Bill Bidle who represented MATSOL in planning this very successful event.

And speaking of collaborating, TESOL has recently formed a new committee with the National Council of Teachers of English to promote cooperation between the two organizations. MATSOL welcomes their local affiliate, the Mass. Council of Teachers of English (MCTE), and invites them to attend our fall and spring conferences.

And speaking of conferences, Suzanne Irujo, Cindy Gimbert, Charlotte Seeley and Sandra Fotinos are busy preparing for our Fall Conference on November 1st. The theme is "Listening with Eyes and Ears" and will include workshops with the latest ideas from leaders in the audio-video field.

And speaking of new ideas, the MATSOL board has recently approved a research proposal submitted by Paul Krueger and Eileen Prince-Nam of Northeastern University to do a study of the status, pay and distribution of employment opportunities for ESL teachers, more specifically, the MATSOL membership. Employment issues have always been a major concern of ESL teachers. In the March of '84 TESOL Quarterly, Richard Day published a study of the graduates of the University of Hawaii's MA program in TESL to determine the number who had remained within the profession, their current employment status, and facts about their salaries. The study was groundbreaking in that no other group has gathered extensive data about ESL teachers per se. Paul and Eileen propose to do a study of a broader sample, the MATSOL membership! We hope you will all take part in this study by filling out the questionnaire when you receive it. Results will be published in the MATSOL Spring Newsletter.

*Judy DeFilippo*

**LINGUISTS FOR NICARAGUA**

Linguists for Nicaragua is an ad hoc organization of North American linguists and language educators that stands in solidarity with the people and revolution of Nicaragua, and in opposition to U.S.-sponsored aggression against Nicaragua. We provide technical and material aid to the following language-related programs and institutions in Nicaragua:

- the Ministry of Education's Bilingual-Bicultural Education Program (PEBB) on the Atlantic Coast
- the language departments of the National Autonomous University of Nicaragua (UNAN) and the University of Central America (UCA)
- the Center for the Investigation and Documentation of the Atlantic Coast (CIDCA), a sister institute of the MIT Linguistics Faculty

In January 1986, ten people from Linguists for Nicaragua (LFN) worked on Nicaragua's Atlantic Coast offering workshops on linguistics and education to over 125 teachers and curriculum developers working there in the bilingual program (PEBB). LFN provided not only technical assistance, but also much-needed material aid to the program. Hundreds of North Americans responded to our appeal last fall for money; as a result, LFN took nearly \$4,000 in basic school supplies to the PEBB teachers and primary school students on the Coast in time for the beginning of the new school term.

Among the various LFN projects, the January 1986 workshops are an example of the success of people-to-people efforts to support Nicaragua's struggle to survive. Our plans for the future are equally ambitious; each of these projects will provide technical and material aid:

In July-August 1986, LFN will provide the books and materials for the study of the languages of the Coast (Miskito, Nicaraguan English, Sumu) by native speakers, LFN will also provide scholarships to enable coastal teachers to attend this institute.

In August 1986, LFN will return to Bluefields to help PEBB teachers there incorporate what they learned from the January workshops into classroom practice. In January, we learned of the great need for books, particularly children's books, in the Nicaraguan English-speaking community on the Coast. In addition to taking school supplies for our work in classrooms, LFN will take children's books in English to primary school libraries.

We ask your help in raising money so that LFN can meet the needs mentioned above.

*All contributions will be used solely for material aid. Your contribution of:*

- \$30 will buy a pencil for each of 400 children
- \$15 will buy a dozen boxes of crayons

(Continued on page 7)



### DATA BASE APPLICATIONS IN EDUCATION

Word processing software was one of the first applications programs to be widely used in educational settings. Now there is increasing interest in the possibilities of data base programs being used in a number of different instructional settings. Since almost all curriculum areas deal with the storing, retrieving and manipulation of information, it is only natural that as computer resources become more widely available, *data base programs are being used from social studies classes to agriculture classes, and even in language classes.*

The December '85 issue of *A+* carried a thoughtful article by David Thornburg (the inventor of the Koala-Pad touch tablet) on a *new kind of data base*. Thornburg described the possibilities of using an "object-oriented data base program, called *Filevision*, as an authoring system for teachers. Thornburg noted that the reason educators don't credit more educational software is because "traditional programming languages make a distinction between two separate domains: programming and execution." He points out, "the creation of a ditto master involves direct manipulation of the instructional medium; the creation of a Logo program (or a lesson in the Pilot educational language) does not." An object-oriented data base makes use of graphic images to mark classes of information. It is much easier then, to set up an educational data base for lesson presentation.

Thornburg gives the example of a lesson on the solar system where the initial data base contains objects for the sun and planets with appropriate information that can be accessed by "clicking on" each object. Because *Filevision* has the ability to link several data bases together, students can also focus in on a more detailed data base of each planet, with a new field of objects marking additional information. Contact: Telos Software Products, 3420 Ocean Park Blvd., Santa Monica, CA 90405 USA. PH. (213) 450-2424.

*Comment:* In language classrooms, such a data base could have ready application to the presentation of vocabulary in context, with the meaning of key words [and their correlations] portrayed as interlocking semantic networks. The graphic nature of the data base could also lend itself to TPR-type lessons. The manipulation of the program by the use of the mouse pointing to graphic images would facilitate accessibility for low level ESOL students. This is

another example of the modification of traditional computer materials in ways that will in the future make the computer increasingly accessible to those outside the computer science community. At present, *Filevision* is only available for the Apple Macintosh, due to its intensely graphic nature. However, as the GEM interface is increasingly accepted for use on MS-DOS and PC-DOS machines, we will probably see something similar in terms of a graphically-oriented data base coming out for IBM-compatibles in the next year or so. Computers with less than 256K of RAM probably won't be able to use this kind of software.

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

### MATSOL SPECIAL INTEREST GROUPS

At the Fall Conference on November first, MATSOL will be offering roundtable discussions for the following special interest groups. If you are interested in participating in any of these you are welcome to attend!

1. Refugee concerns
2. Socio-Political Concerns
3. Authors (Material Writers)
4. Computer Assisted Language Learning
5. ESL in Adult Ed
6. Program Administration
7. ESOL in Elementary Ed
8. ESOL in Secondary Ed
9. ESOL in Higher Ed
10. ESOL in Community Colleges

### The Massachusetts Bilingual Education Conference

Sponsored by:  
The Massachusetts Association For  
Bilingual Education  
The Office for  
Citywide Bilingual Programs,  
Boston Public Schools

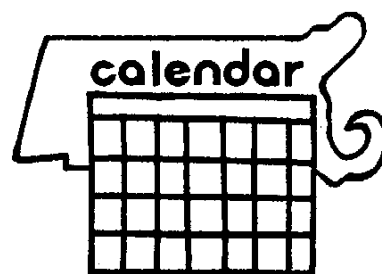
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SHERATON BOXBOROUGH INN  
&  
CONFERENCE CENTER

Intersection of Rt. 495 & Rt. 111  
November 14 & 15



### MARK YOUR CALENDAR FOR:

- MATSOL FALL CONFERENCE  
Saturday, November 1  
North Shore Community College  
Theme: Listening with Eyes and Ears
- MaFLA FALL CONFERENCE  
November 7 and 8  
Newton Marriot
- MABE FALL CONFERENCE  
November 14 and 15  
Sheraton Boxborough
- NYS TESOL  
November 14  
Fordham University
- MCTE  
March, 1987  
TBA
- MATSOL SPRING CONFERENCE  
April 3 and 4, 1987  
Northeastern University
- TESOL 1987 CONVENTION  
APRIL 21-25, 1987  
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### REGIONAL COORDINATORS 1986 - 1987

-MATSOL North  
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Georgetown, MA 01833  
352-8509

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10 Morey Drive  
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881-4503



### "WHAT'S THE STORY"

**OBJECTIVE:** To stimulate meaningful conversation; to develop/refine temporal and logical organizational skills.

**MATERIALS NEEDED:** A set of photos, each depicting some type of "story" in progress. (Photos need not be related to one another.) The best photos for this activity would contain an ambiguous element in order to promote lively constructions of an explanation. For example, the photo of a young boy partly blocking the door to what seems to be his house. He is smiling at the camera. Why? Other examples of good "story photos" include:

- A fantasy photo of spacepeople flying over Los Angeles in saucers.
- An ad in which a man is standing between his car (hood up) and a mechanic. The man has a bill in one hand and an amazed look on his face.
- An elderly woman riding a merry-go-round. She looks quite pleased. There are children riding also; they are watching her.
- A man is shaving in his bathtub.

The bathtub is in a forest.

**National Geographic** is an excellent source of "story pictures."

**PROCEDURE:** (Approx. Time: 1hr.) Divide the class into groups of 3-4. Distribute one "story photo" to each group, along with the following instructions:

You must develop a story to go with this picture. Think about and discuss the picture with the others in your group. Specifically, what happened before this picture was taken? (past) What's happening now in the picture? (present) What will happen next or later? (future)

When your story is ready, you will tell it to the rest of the class as you show them the picture. Each person in the group must tell a part of the story. (One way to divide it is by past, present, and future.\*)

After you tell your story, the other groups will ask you questions about it. Each group must ask at least one question, and you must answer them according to your story. You may have to invent a little more!

You may need to model the activity, especially with lower-level learners.

Let the groups go to work for about twenty minutes. The instructor may circulate and assist, but I have found that the best stories develop with minimal involvement from me. I try to confine my help to vocabulary assistance.

When all the groups are ready, get the whole class back together and begin the story-telling! After one group tells its story, the others pose questions; then the next group tells its story, etc. If there is a healthy competitive spirit, the class may vote on the most original or outlandish story.

**POSSIBLE PROBLEM AREAS TO BE AWARE OF:** As with any conversation activity, the instructor must make sure that everyone gets a chance to speak, while keeping the class moving. Attention to the students' personalities and proficiencies should govern the formation of the small groups. When the whole class is assembled for story-telling, make sure that different members of each group pose questions. Draw out more timid ones!

A word about picture selection: Although an element of ambiguity is necessary for creative stories, take care that the photos are not too vague. Photos with people or animals in them seem to work better than unpopulated scenes. Photos containing some kind of discernable activity get students talking, whereas strange patterns and shapes do not unless they are juxtaposed with a recognizable being or event.

Finally, try to complete the activity in one day. Enthusiasm may fade overnight, especially if some group members are absent the next day.

**FOLLOW-UP ACTIVITIES:** Writing and roleplaying are excellent ways to follow up "What's the Story?" Students may write their stories down, with careful attention to temporal and logical organization. Students may also work in pairs and compose dialogues to accompany their stories. These may then be acted out.

**ADDITIONAL COMMENTS:** This activity can be simplified or complicated as per the abilities of the students. In a shorter version with simple photos, advanced students can have a wonderful time while increasing their fluidity of expression.

"What's the Story?" provides entertaining stimulation for students to use what they know, develop more vocabulary, and think on their feet. It permits the instructor to hand over the reins and enjoy the results.

*Nicole Sage Corman teaches at Oficina Hispana de la Comunidad in Jamaica Plain.*

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



### LISTENING/SPEAKING TEXTS

#### Listening Contours by Michael Rost (Lingual House)

*Listening Contours*, used in Level 4 in the IELP, is an intermediate listening skills book and tapes which have minitalks on a variety of subjects such as sports, biography, how-to topics, etc. Following the mini-talks are comprehension questions and follow-up skills exercises such as outlining, sequencing, cloze, matching concepts, etc. To focus and prepare the student before the actual lecture, the probable *new* vocabulary words are taught and important structures are examined. After the lectures and follow-up exercises in the book, students can use the general ideas from the mini-talks to create their own talks.

#### Missing Person: A Radio Drama (Longman)

*Missing Person: A Radio Drama* is a supplemental book and tape set used in Level 4 Listening/Speaking classes. This is a higher intermediate book and tape which provide natural dialogue in real settings. A kidnapping has occurred, and the crime must be solved. The characters in the drama are university-level students, so the interest level is usually high among students. Each unit begins with a picture in the book, a short scene-setting narration on the tape, and some vocabulary pre-teaching. After the dialogue, follow-up activities, additional related dialogues, and some structure practice are provided. The pace of the tape is normal speaking speed and the background noise-level is high; thus, this set is challenging for the weaker listeners in the class. For the teacher's benefit, the textbook contains complete tape scripts at the end.

*Sera Streiff-Vena*

#### Advanced Listening Comprehension by Pat Dunkel (Newbury House)

This book stresses note-taking skills with 15 mini-lectures and a step-by-step tour into taking academic-style notes. Students are taught to use abbreviations and symbols and to listen to content words, numbers, and names only. This will benefit those students who will be taking university lecture classes.

To add diversity and speaking into the class, every other day is spent on discussions or short reports prepared by the students. Other activities are planned also including a visit to a university class.

(Continued on next page)

Students do L/S homework of many varieties: from watching the news and taking notes, to calling for information, to talking to Americans about seasonal topics.

The book introduces each lecture with some vocabulary, first in clearly defined contexts and then in the lecture sentences. Other sentences are given for student mimicry/retention practice; the student hears the sentence and tries to repeat it.

The lecture is heard again and the students take their own notes. This time the lecturer stops every paragraph or so and another speaker repeats certain key words to check the students' notes.

After the lecture are multiple-choice and true-false questions and some discussion questions which will be used in small group discussions with half of the students participating, and the other half taking notes from partners.

Philip Less

(Reprinted from the TTT Review, March 1985.)

Please send book reviews to Catherine Sadow, 109 Tappan Rd., Brookline, MA 02146.



### PIECES AND BITS

Many things are already illegal and recent Supreme Court decisions seem to suggest that soon many more will be. While this may seem pernicious to those who treasure their liberty and their privacy, those among us who yearn to impose their esthetics upon others are all aquiver. I, for one, see no just cause why, if the new policies are now free to roam America's bedrooms in search of indelicate connubial acts, they should not also be set loose among our typewriters and word processors to search out indelicate speech acts.

Crimes against language, however, are more subtle, complex, and resistant of identification than those against nature. Nonetheless, a tradition exists; some language acts are proscribed by law. For example, certain salty monosyllables may not be transmitted through the public air; liable and slander laws prohibit the knowing promulgation of damaging falsehoods; blasphemy laws in several states forbid our tonguelashing the Almighty; and professional licensing laws make the giving of legal or medical advice by amateurs a crime.

These laws, though, touch more on the consequences of language acts upon the esthetics involved. And thereby an opportunity is lost. Why, I ask, should people

who use expressions such as "kids of all ages" and "eighty years young" not be actionable under the law? Why should the following tonsorial establishments not be prosecuted to the full extent of the law: Shear Power Salon, Drain's House of Style, Fresh Hair, Hair Alive, Hair at Last, Hair Constructuion, Hair Fair, Hair Port East, Hareline Studios, Hair's My Place, Headlines, Heads First, Shear Art, Shear Paradise, Super Ego Hair Salon? Why should the verb "to share" not be prohibited altogether?

What this country needs, aside from a good winter tomato, is a properly constituted body empowered to take criminal action against such linguistic malefactors. Let us call this body the *Sprachpolizei*; the Tuetonic lends a certain aroma of seriousness to the endeavor, and the name itself makes explicit its purpose. Let us then unleash this body on the malaprop-tors, solecists, bromide-mongers, and misspeakers that infect our national life. Only then may we pass freely through our public ways without the nagging fear that we may be forced to "interface with our direct report" or "commit to a meeting". Only then will our supermarkets fear to demand "less than eight items" in their express lanes. Only then will "old fashion" and "air condition" recover their participial endings.

In particular, I would like to commend the following two passages to the attention of the *Sprachpolizei*:

1. We require a responsible, organized, self-starter. . . Being a small company, you will interface with all departments.

*Ad in the Tab*

Should the presence of the *self-starter*, *interface*, and a dangling participle in a single utterance not be cause for mandatory incarceration?

2. While audiences may be stricken by her (Grace Jones) appearance, as ferocious as it is self-styled, the actress/singer stresses that she loves the arts "because they have no boundaries and allow me total freedom."

*The Boston Globe*

Despite *as ferocious as it is self-styled* and *actor/singer*, this offense is less serious than the former; the problem is with *stricken* and this is a fairly complex problem. For our purposes, the verb to strike has two meanings: to afflict, as a disease does, and to make a strong impression. These two meanings share the same present and preterit but have different past participles, *stricken* for the former and *struck* for the latter. I do not think that the writer meant to imply that Ms. Jones' appearance was afflicting but rather that it was striking. This is not easy, though, and mercy must be shown. A mere fine and probation should do, I would think.

Perhaps, dear reader, you do not share

my dream of the *Sprachpolizei* or even think it a legal possibility. I would ask that you only bear this in mind: The average age of the Supreme Court was 68 at last count. The strong may triumph yet.

Objections, loathings, comments, or contributions may be sent to:

Gregg Singer  
CELOP  
730 Commonwealth Ave.  
Boston, Mass. 02215



### TESOL NEWSLETTER EDITOR

Teachers of English to Speakers of other languages (TESOL) invites applications and nominations for the position of editor of the TESOL Newsletter. The TN editor, in concert with the Editorial Advisory Board, will be responsible for producing up to six issues a year, a maximum of 32 pages each, including special supplements.

Applicants should have 1.) experience in newsletter editing; 2.) experience in a range of TESOL-related activities; and 3.) if employed full-time, the assurance of some institutional support, such as released time and/or secretarial support.

The appointment is for three years, with the possibility of renewing for an additional two years. The starting date is April 1, 1987. The new editor will work with the present editor on the June and August 1987 issues and will assume full responsibility beginning with the October 1987 issue. An annual budget for the TESOL Newsletter, approved by the TESOL Executive Board, includes items to cover expenses for the TN and a \$1,000.00 honorarium to the editor.

To apply, send a letter of application and resume containing at least three references. Please include samples of publications edited. Send by November 1, 1986 to:

TESOL Newsletter Editor Search Committee  
c/o JoAnn Crandall  
Center for Applied Linguistics  
1118 22nd Street, NW  
Washington, DC 20037, USA

Send Nomination to the same address as by October 1, 1986.

For further information contact:

Julia Frank-McNeil, Publications Manager  
TESOL  
Suite 205  
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Washington, DC 20037, USA

# SONY'S NEW HIGH TECH SAME OLD PRICE LANGUAGE LAB

High technology doesn't have to be a budget buster. Sony's new LLC-4500/ER-5030 language lab system proves it. A simple straightforward CPU\* controlled instructor console matched to a CPU controlled student recorder provides automatic operation at competitive pricing. CPU control means you don't have to worry about mastering a sequence of knob turning, switch settings and volume controls. If you can set your microwave oven, you'll be a whiz on the Sony LLC-4500 instructor console. Best of all, you get to concentrate on the job you know best, teaching! The LLC-4500 also includes provisions for video programming, automatic program transfer, semi-auto monitor scan and other features. Also, Sony's ER-5030 student recorders are computer compatible. Add the CAX-50 interface adapter now or in the future and you have interactive audio for your computer assisted language instruction (CALI).

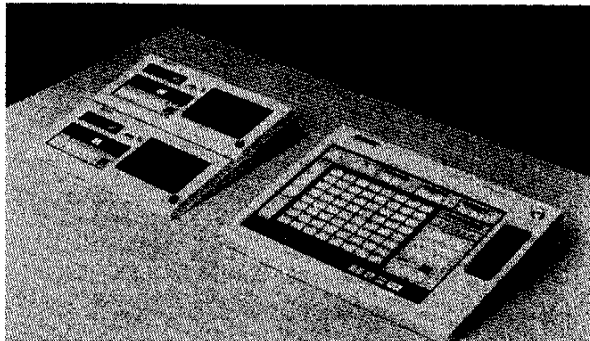
High technology also means greater reliability. Sony's innovative use of sealed and laminated sheet switches on both console and student recorders practically eliminates repair problems found in those older systems employing electro mechanical switches,

rotating volume controls and mechanical selectors.

Move up to today's high tech language lab at the same old price. Call us for the name of the authorized dealer nearest you.

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(If you want to be technical).



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