

MATSOL Spring Conference

John D. O'Bryant, Boston School Committee Chairman, welcomed over 300 participants to the 1981 MATSOL Spring Conference at Northeastern University. The two-day conference, held March 27 and 28, 1981, took place in the Ell Center, principally in the Ball Room. Other distinguished visitors included John Fanselow, incoming president of TESOL, and Bruce Fraser of Boston University, among over 40 other presenters.

Publishers' representatives exhibited materials from Longman, Oxford University Press, Regents, Newbury House, Houghton Mifflin, Heinle & Heinle, Collier MacMillan, Prentice Hall, Addison-Wesley, and Prolingua.

At the annual business meeting, new officers were elected to the executive board. With due pomp and ceremony, the investiture of Steve Molinsky as 1981-82 President was conducted by outgoing President Edgar Sather. Members present elected these people to the following posts for 1981-82:

Vice President: Vivian Zamel

Secretary: Judy DeFilippo

Adult Education Representative:
Bill Biddle

Elementary/Secondary Representative:
Jacklyn Clayton.

By general consensus, Steve Molinsky's many efforts in set-up paid off in an exceptionally smooth, informative conference. Others responsible include Lillian Connell for her work with registration; Kathy Riley, Amy Sonka, and Vivian Zamel for putting the program together; Jim McCarthy for his audio-visual supervision; Kathy Riley for her green and gold posters; Rob Gogan for arranging for the publishers' displays; Miguel Muelle, for designing the program cover; and Paul Krueger, for being the liaison person with Northeastern.

Robert Gogan
Chamberlayne Jr. College



JOHN FANSELOW, TESOL President, chats with VIVIAN ZAMEL, new TESOL Vice-President.

Fanselow, Fraser Speak at Plenary Sessions

The first plenary session of the MATSOL conference on Friday, March 27, was devoted to a lecture entitled "Opposites" by John Fanselow of Teachers College, Columbia University. As Vivian Zamel of U. Mass Boston put it, John Fanselow "intuitively says clever things." He made the audience aware of what teachers do in the classroom by doing some of the things teachers do and some of the things they don't do.

Through reenacting some classroom procedures used in reading classes he described how teachers, like squirrels, act through invisible rules of programmed behavior, eliciting programmed responses. Teachers often end up teaching students how to respond, but not how to learn or draw conclusions on their own. Using a passage from Genesis, written in pidgin English, Mr. Fanselow chose members of the audience to read, proving that students often may read and sound good but not understand more than a few words.

He also focused on the use of cloze exercises in reading class, whereby students are sometimes (hopefully not often) asked to fill in a cloze exercise on unfamiliar topics, making for an unduly difficult task leading only to failure and

frustration. On the other hand, we discovered that some students fill in through guesswork such things as prepositions and articles and still do not understand the passage. Mr. Fanselow questioned the continuous use of an exercise of filling in rather than taking out (unnecessary words).

By presenting the "whys and whys" of how we teach, he concluded with the suggestion that we try other approaches, other approaches, some of the supervisor comes." of the Coleen Degnan-Ornatowski 1980 International Institute

Language Acquisition

Dr. Bruce Fraser, Professor of Linguistics in the Department of Education at Boston University, was the featured speaker of the Saturday, March 28th Plenary Session of the MATSOL Spring Conference. Dr. Fraser's subject was "What Do We Really Know about Language Learning?" He first gave an overview of language learning research in the past ten years by discussing what this research has taught us, what it has not taught us, and finally, what areas need further study.

(Continued on page 9)

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

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Bay Staters at TESOL

English for Special Purposes, Computer Assisted Instruction, and employment issues were the dominant themes at the 1981 TESOL Conference in Detroit March 3-8. Dozens of MATSOL folk represented Massachusetts there. Presenters included Jeff di Iuglio, Chuck Findley, Kathy Irving, Abby Mason, Steve Molinsky, Sarah Nieves-Squires, Paul O'Connell, Wilga Rivers, Francine Stieglitz, and Vivian Zamel. Other MATSOLers present included Caroline Banks, Bill Biddle, Jennie Bixby, Tish Callahan, Anne Dow, John Dreyer, Robert Gogan, Paul Krueger, Don Loritz, Gloria Mason, Karen Price, Kathy Riley, Bob Saitz, Edgar Sather, and Cathe Tansey, who dusted off her editor's cap to help produce the TESOL Convention Daily News.

Thousands of participants came from other parts of the world as well, of course. The midwestern U.S. and Canada were especially well-represented. ESL people who have at one time taught ESL in the Bay State said hello. Old friends and their current locations included Bill Bliss, San Diego; Linda Smith, Hong Kong; Jim Freedman, Kansas City; Joyce Freundlich, New Jersey; and Lin Lougheed, with the USICA. Ann Hilferty tried to make it all the way from China, but a new book kept her on the West Coast.

The Detroit Plaza Hotel, part of the Renaissance Center, was the site of the conference. Aside from being the world's tallest hotel and the place where Ronald Reagan slept during the 1980 Republican National Convention, the hotel has a huge enclosed garden for a lobby.

Like many other state affiliates, MATSOL had its own private pow-wow, courtesy of Rupert Ingram, at the Newbury House hospitality suite. About 50 members and friends of MATSOL gathered for cheese and "Michigan red" wine. Afterwards, twenty of us followed Edgar Sather's snowy footprints to one of the restaurants in Detroit's Greektown. A splendid feast was topped off by a surfeit of lamb chops. The extra chops were collected in doggie bags. Not willing to waste them, some of us approached hungrier people waiting to get into the restaurant. Our enthusiastic offers of charity were declined with suspicion, however. Karen Price asked if she could apply her lamb chops toward her 1980 MATSOL dues. However, the treasurer, Lillian Connell, could not be reached to determine if this was acceptable.

UPCOMING EVENTS

May 25-30

NABE Conference, Sheraton Boston Hotel. John R. Correiro, Conference Chairman, 49 Washington Ave., Cambridge, MA 02140.

May 26-29

1981 Annual Conference of NAFSA, Hyatt Regency Hotel, Nashville, Tennessee. NAFSA, 1860 19th St. N.W., Washington, D.C. 20009. Tel. 202-462-4811.

May 30

ESL Through the Arts Workshop-MFA

July 6-August 14

TESOL Summer Institute, Teachers College, Columbia University. John F. Fanselow, Director, Box 66, Teachers College, Columbia University, New York, N.Y. 10027.

ANNOUNCEMENTS

ESL in Adult Education — I urge MATSOL members working in any area of adult ESL to write me about their interests and concerns. We're looking into a workshop on adult literacy in the fall. What else? — Bill Biddle, Programs in EFL, Boylston Hall, Harvard University, Cambridge, MA 02138.

FOUND — Antique stickpin, at MATSOL Spring Conference. Call 631-6706.

The Japan Association of Language Teachers seeks articles demonstrating "pragmatic, speculative, progressive and/or controversial approaches to language teaching and learning. Articles should be typed, in triplicate, with abstract (200 word limit) and biography (50 word limit). Deadline is June 1, 1981. Send to: Caroline C. Latham, JALT Journal Editor; 201-7 Kyozuka, Urasoe-Shi; Okinawa-Ken, JAPAN 901-21.

HOW — English Language Teaching magazine for teachers in Colombia. Write to the Asociacion Colombiana De Profesores De Ingles, Margarita Ruiz Rocca, Carrera 27A. No. 41-41. Apdo. 301, Bogota, Colombia.

Teachers interested in ESL in China may acquire information about this from: Dr. Zhizhong Yang, 138 Huron Ave., Apt. 5, Cambridge, MA 02138.

Travelling Educational Seminar to Portugal and Spain. May 30-June 13. A NABE-sponsored visit to learn about the roots of Iberian history in the field. Contact America Travel, 328 Warren Ave., East Providence, R.I. 02914. Tel. 401-434-1720.

The MATSOL Newsletter

- Editor Robert Gogan
- Teaching Ideas Vivian Zamel
- Books Kay Pechilis
- Photography Penny Shaw
- Columns Oruc Cakmakli

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

Robert Gogan, Editor
The MATSOL Newsletter
Chamberlayne Junior College
128 Commonwealth Avenue
Boston, MA 02116

Articles should be typed, double-spaced, with a margin of 40 spaces. Next deadline: July 1.

Our Woman in Zhongshan: In China with Ann Hilferty

(The following account was compiled from excerpts of letters from Ann Hilferty, former director of Northeastern University's English Language Center.)

Guangzhou English Language Center. Five weeks into the first program. Until the last two days the weather has been in the 80's and even higher — unseasonably warm, humid, and polluted like Los Angeles. The job is interesting, enervating, rewarding, frustrating, and stimulating.

I am participating in setting up a new language institute, separate from the language departments within a well-established and prestigious university in southern China. The Guangzhou English Language Center has the blessings and the financial support of the Ministry of Education of China and the State University of California system. Occasional visiting dignitaries are about to include, next week, Saxon of the U.C. system and the President of the Regents of the U.C. system.

Our students include professionals in science, technology, and medicine who are about to embark for post-graduate studies in English-speaking countries — most of them in the U.S.

It is exciting and rewarding to work with these men and women. One feels one is participating in history, as the scholars are involved first-hand in projects of such consequence as building the first nuclear power plant in the PRC, building dams to harness more of the country's immense water power, and studying the epidemiology of serious national medical problems.

Participating in History

I am working on the speaking component of the multi-part program (which includes speaking, listening, reading and writing, cross culture, and learning resource center). I teach two sections of Speaking a week (10 contact hours) and coordinate materials development and teaching at three levels.

Although my attention in recent years has been more directed to teaching the reading and writing skills, I find it enjoyable and challenging to work with the spoken language. An excellent opportunity to apply current innovative ideas on language teaching, especially those related to the teaching of English for Academic Purposes, and particularly for science and technology.

At the most advanced level of speaking we are using some rather exciting video tapes recording authentic seminars and forums on issues relevant in medicine and various scientific disciplines. Materials for the other skills

components also include much "authentic" material, and it is rewarding to see the vocabulary and logic of many of these materials appearing in the students' speaking and writing.

The Zhongshan campus where we live is beautiful, although the surrounding city is heavily stained by industrial smoke. University buildings dating back to the last century are made of red brick and tile with exquisite Chinese roofing decorations of bright green enameled cloisonne. The grounds are moderately well-landscaped and include, of course, many tropical palms and flowering trees. I frequently project backwards and think of myself in an oriental, tropical Harvard.

"Privileged" Caste

The negative aspects of being a foreign expert in China are wearing off quickly for me. That is, being a member of a "privileged" caste, among but not really of the people. My Chinese salary per month is more than ten times that of any Chinese counterpart. There are certain stores and even museums that I can patronize that Chinese citizens are not allowed to enter. I can travel more freely, and can easily buy certain foods which are rationed or not available to Chinese.

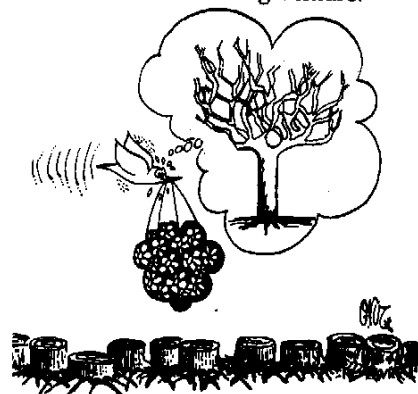
These and other iniquities have taken me such a short time to recover from that I want to start checking my conscience regularly. Perhaps the least convincing justifications are that with only the small compensations, China could probably not attract foreign experts without such extra benefits (small as they may still be by Western standards), and that virtually all the money must be spent in China, since none of it can be taken out, and at rather trumped-up prices in some cases.

Although I don't intend to live in any more of a ghetto than I have to, I find myself delighted to meet some very impressive ESL teachers in the area, from Canada, England and Australia as well as the U.S., and I look forward to sharing more experiences with them.

My teaching continues to be rewarding. It sometimes seems comparable itself to development — a real harnessing of power. That is, the scholars are accomplished professionals who have studied English previously, but in almost all cases have used it only as a tool for reading professional literature. It is really astonishing that not a few of the scholars have never even had an English teacher, but have taught themselves, using outmoded textbooks and listening to the radio in their spare time. Teaching

Speaking at the most advanced level means prepping scholars to extend their knowledge of English into skills for use in professional situations in English-speaking countries. Yesterday I was treated to a seminar in hydro-generated electricity in the PRC, superbly planned and carried out by three of the advanced students in that field. The discussion among the audience of scholars in other technical fields was as informative as the presentations. We have a number of nuclear physicists in the class, and when they make presentations as much controversy is generated, and over the same questions, as one would hear in a forum in an American university.

I miss family and friends, and am sorry to be away from Boston during the 350th anniversary — but I wouldn't want to miss this exciting venture.



The struggling stork sees only stumps.

TESOL — It's Booming

James Alatis, TESOL Executive Secretary, gives a short history of our national organization:

"In 1966, our first official year, we had 337 members. To give you some idea of the phenomenal growth of the organization, in December of 1975 we had 5000+ members. In June of 1980 we had 8431+ members. So I usually tell people that we have around 9000 members. If we don't have 9000 now, we will have it by the end of the year... My friends at ACTFL are openly envious of our growth. Here we are teaching all the foreign languages, and we are lucky to attract a couple of thousand to a national convention. And you, who teach only one language, attract 5000 members. How do you do it? they ask. 'Excellence,' is my response. 'Sheer excellence.'"

Reprinted from the Kentucky TESOL Newsletter, September 1980



Skillful Reading

Amy Sonka; Prentice-Hall: 1980

Amy Sonka's *Skillful Reading* might well be subtitled "The Compleat Reader." Its purpose is to prepare intermediate students to read well for academic courses. Its language and content reflect that commonly found in high school and college texts. Its approach to the task of reading is one of building the parts into the whole, and the whole is structured around particular rhetorical forms.

Before students get to the main reading in each of the nine chapters, they are given five warm-up exercises. These require "gathering thoughts" about the reading topic, learning five or six essential words, and reading rapidly for eye movement and comprehension. The rapid reading exercise includes material that the students will encounter in the main reading of the chapter. As the author says, "The rapid reading exercise is intended to have students let go of the need to cling to each word and to enable students to recognize key sentences later." Using short paragraphs, the students practice techniques in identifying and understanding the main rhetorical pattern that they will encounter in the long reading — chronological order or contrast, for example. The final pre-reading exercise is to have students anticipate the overall organization of the main reading by counting the number of paragraphs it includes, looking for key words, and identifying topic sentences to anticipate where specific information is presented.

The main reading selection itself is long enough (930 to 1640 words) to require cumulative comprehension. A major problem with many reading texts at any level is their shot-gun approach to subject matter — too many directions, all too short. In Sonka's book the readings are long enough to give students a guided experience in the reality of reading a textbook in English.

Having read the main passage, students are not immediately asked the usual comprehension and vocabulary questions. Instead, they are invited to talk and write about the reading at their

own levels of these skills. They are guided in making outlines, taking notes, using notes in a "semi-controlled framework for expressing the information in the chapter orally and in writing." The use of notes involves dyads and small group discussion. It includes students quizzing each other and writing paragraphs from their notes.

Next students are given an examination practice. They are asked to write short answers based on the reading; for example, "Illustrate the effect of color on people." This provides experience with the sometimes puzzling language of examination questions, and opportunity for developing strategies for writing answers to such questions. A specific reading skill follows, for example, scanning, skimming, or understanding pronoun usage. There are vocabulary practices using both the context expected from the reading and multiple contexts.

In case someone is still looking for something to do, a variety of interesting projects are provided for independent work. Finally, the supplementary reading practice in each chapter enables students to use their reading, speaking, and listening skills on new material related to the topic of the chapter.

Each of the nine chapters has one main topic. These topics include color, architecture, nutrition, language, memory, economics, electronics, and pollution — a good range. As all of us know, however, each class must include a student who says that he is only interested in —. Here such a student should be easily sold on the variety of activities and the look of a real textbook in the main reading selections.

The language of the readings is controlled in the first five chapters to present tense, active and passive. Past tense is used in and after chapter five. The author has avoided the obvious abnormal redundancy of usage sometimes found in intermediate material. The style is clear and readable, better than many academic textbooks foisted on college students.

The author describes her book as directed toward the intermediate student, but it can and has been used at higher levels as well. Her intention is to guide students in reading fairly long, substantive passages. The students are challenged but not frustrated because they quickly recognize in the main reading some material they have already encountered in the pre-reading exercises. Then they are given the opportunity to talk about the material, hear about it, and take notes on it at their individual language levels. Although the readings

are at a relatively high level for the intermediate student, they are appropriate for the receptive skill of reading, especially with the guidance given.

Skillful Reading not only prepares students to read a challenging piece successfully, but it also gives them the techniques to crack open and use the contents. The one question asked the author by those who know here is "Are you sure you wrote it, Amy? It's so serious!" *Skillful Reading* is a serious, effective text, interesting and substantive in subject matter, exercises, and activities. It reflects the author's skillful teaching.

Anita Reiner
U. Mass., Boston

ETC.

(Reading Supplements for English Language Learners)

ETC. Press, 234 E. Limberlost, Tucson, AZ 85705

Vol. 4, 5, or 6 - \$8.00 per vol. (each vol. contains 18 theme-issues)

Reduction for Bulk Orders

Secondary ESL and Bilingual teachers who are looking for exciting new supplements to their reading programs will do well to consider the activities and articles found in *ETC.* Although the format of *ETC.* resembles a newspaper, it is different in that each issue concentrates on a single theme. Teachers are offered over sixty theme-issues from which to choose, including such titles as: Driving, The Library, Advertising, Staying Healthy, Reading Maps, Music, Taxes, Saving Energy, Fitness and Getting A Job.

The material is presented in such a way as to allow the teacher to reinforce vocabulary and idioms associated with survival skills. Included in each eight page issue are cross-word puzzles, application forms, picture-centered vocabulary lessons, categorization exercises, dialogues, writing lessons, and an article in Spanish. The stories and questions are categorized under three levels of reading difficulty, making it possible for the teacher to use the issue with homogeneous or multi-level reading classes. Secondary ESL and Bilingual teachers will find that it requires little advance planning to use *ETC.* Some will want to use it on a weekly basis to provide an interesting and well-received change of pace reading activity for their students.

Evelyn R. Nelson
ESL Specialist/Supervisor
Lawrence Public Schools

Heinle & Heinle Branches Into ESL

Well-known to other foreign language teachers, Heinle & Heinle Publishers is less familiar to ESL teachers — at least, today. But that should change, as Heinle & Heinle (H & H) expands its efforts in foreign language teaching to include more English as a second language, according to the president, Charles A. S. Heinle. "Heinle is interested in some marvelous opportunities to compare ESL with foreign languages. There are lots of people with foreign language methodology who have switched and whom we want to get together with. We're talking about how a foreign language teacher is different from the ESL teacher. Lots of ESL teachers have been forced into teaching English as an operational thing. There should be a tremendous cross-flowering effect from this dialogue."

The evolution of H & H spans three decades, going back to Chilton Books, an educational publisher of Philadelphia. In 1959, Mr. Heinle was working for Chilton, and he formed the Center for Curriculum Development (CCD). The center published *English for New Americans*, a series of cultural readers for immigrants to Philadelphia. "Then in 1962, we started in with foreign languages in a very big way," according to Mr. Heinle. Materials for teaching Korean, French for West Africa, and Brazilian Portuguese were developed, in addition to English. The CCD was the developer of language materials for the Peace Corps.

It was Mr. Heinle's son, Charles A. Heinle, who developed this material. Incidentally, he is the other "Heinle" in "Heinle and Heinle."

While putting together this material, Charles A. Heinle introduced the "pre-study focus" in which the student is told in advance which structures he will be learning. This concept has been incorporated into all their foreign language materials.

Rand McNally acquired the CCD in 1972, and the company moved to Chicago with the same materials. Then in 1978, the CCD split from Rand McNally and started building the independent firm of Heinle and Heinle Publishers, Inc. It took the materials it had been publishing with it. Leaving Chicago for Concord, Massachusetts, the firm began to distribute British ESL books for Thomas Nelson.

This British publisher puts out materials familiar to many ESL teachers, including John Swayle's books on English for science and technology. Then, the growing H & H was bought by the International Thomson Organisation, a world-wide corporation dealing with many kinds of printed materials, including at one point the *London Times*.

Mr. Heinle has had the opportunity to see both sides of publishing — that of the small, independent house, from 1978-80, as well as that of the affiliate of the large corporation such as Rand McNally or the International Thomson Organisation. Having seen both of these sides, Mr. Heinle says he's glad to be affiliated with a large corporation. "A big house has fewer problems with payroll, marketing, and development. It can also afford to hire the best people."

When publishing a comprehensive foreign language series, a big investment of time and money is required before

anything comes back to the publisher. H & H's *Voix et Visages du Monde Francais* is a series using the Audio-Visual method. It cost \$300,000 and 10 years of development and field testing before H & H saw any return on it. A similar A-V method series is *Vida y Voces del Mundo Hispanico*. It took 8 years of testing and will require \$3 to 4 million in orders before the company will make any money on the project.

After acquisition by International Thomson, Heinle says their "express mission was to develop and publish foreign language and ESL materials for the world." Due to their affiliation with the International Thomson Organisation, H & H will take control of the modern languages of D. Van Nostrand.

Today, all titles put out by H & H concern foreign languages and applied linguistics. H & H also runs summer institutes in French, Spanish, Hebrew, and English by the Audio-Visual Method, to which Mr. Heinle is very committed.

The history of the Audio-Visual Method should be of interest to ESP teachers.

The method was developed for French teaching in a UNESCO program to teach technical French to third-world students. Paul Rivenc, a Frenchman, and Petar Guberina, a Yugoslav with experience in training the deaf, were responsible for it. With their method, students learn language in a highly structured program combining filmstrips and tape recordings. The teacher trains the students to follow a particular pattern of questions with each new picture shown on the filmstrip (see illustration). Students eventually learn to conduct the class themselves.

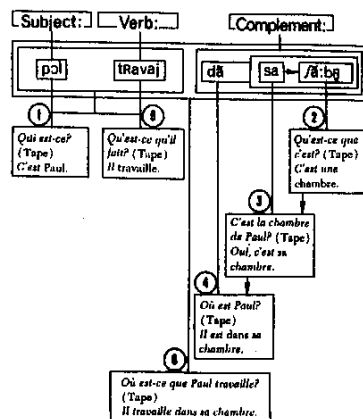
The first steps in the A.V. method do not allow much freedom for discussion, which makes it somewhat inflexible. Some of the more "free-swinging" teachers don't like it for this reason. In order to use these materials, the teacher must attend a special training session given by H & H. This may account for the fact that a limited number of teachers are familiar with the method.

Students have no book for 250 hours of training, which has also been a problem. Since many cultures are programmed to equate "student" with "book," some students resist at first. However, once familiar with the method, students learn eagerly — in fact, students in France can enter a technical university

(Continued on page 6)



Paul travaille dans sa chambre.



Question hierarchy by the A. V. method, as used in Heinle & Heinle's *Voix et Visages du Monde Francais*.

(Continued from page 5)

after 300 hours of this French instruction.

Programmed learning through self-instruction is another of H & H's primary interests. The *Pimsleur Language Programs* are the most successful examples of this. Programs exist for French, Spanish, Greek, German, and Hebrew. As computer assisted instruction technology advances, H & H has high hopes for producing materials in this area.

Titles in applied linguistics are growing in H & H's publications list. Kenneth Chastain's book, *Toward a Philosophy of Second-Language Learning and Teaching*, appeared last year. This was the latest offering in the "Foreign and Second Language Educator" Series. New titles in ESL methodology are slated to appear shortly.

Mr. Heinle has expressed his hopes that teachers of ESL and other language teachers can communicate better and share what is common between them. H & H already distributes quality materials for teaching other languages. This cross-fertilization between ESL and other language teachers should bear fruitful results at Heinle & Heinle Publishers.

Robert Gogan
Chamberlayne Jr. College

YES!

by Lars Mellgren and Michael Walker
Addison-Wesley Publishing Company
Reading, MA

The YES! ESL series is specifically designed for use with elementary school children (K-6). It consists of student books, picture cards and tapes; supplemental workbooks are provided with the later volumes (books D, E, and F). A plus for YES! is the easy to follow teacher's guides which avoid excessively detailed explanations of the student material. Instead, the guides contain reduced copies of the student books with short, simple instructions on how to teach the grammar, vocabulary and follow-up activities.

The YES! series works particularly well with students in bilingual classes in which reading is first taught in a student's native language. YES! book A introduces listening and speaking with a limited enough vocabulary so as not to confuse the child. YES! B builds on the vocabulary of YES! A and also introduces reading. Book C makes the first formal presentation of writing exercises. Each book reinforces the lessons taught in previous levels and both reading and writing are emphasized as the series pro-

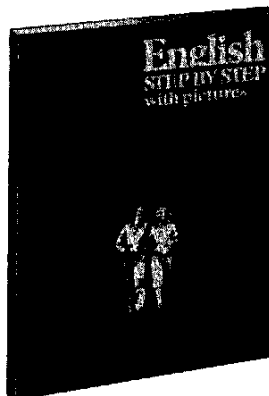
gresses. The colorful illustrations and picture cue cards of books A, B and C are especially important features for young children because they measurably enhance the childrens' interest in learning.

Having used YES! books A, B and C for several years and D, E and F as they have become available, the writer has noted some drawbacks to the series. One disadvantage is the fact that books B and C lack prepared unit tests. Children are accustomed to taking tests after studying units in other subjects, and with B and C most teachers must spend additional time developing their own unit tests. A second drawback to the series involves the songs. Many teachers need help learn-

ing the songs and with YES! the school must purchase a whole series of cassette tapes for each lesson in order to get the songs. While this may be fine for teachers in foreign countries who need help with pronunciation, it is an unnecessary expense when teachers need only a cassette of the songs.

In spite of the above limitations, the writer recommends the YES! series for elementary ESL programs. The high student appeal of the books, coupled with the excellent and incisive methodology material for teachers, insures the YES! series a valued place in the classroom.

Evelyn R. Nelson
ESL Specialist/Supervisor
Lawrence Public Schools



ENGLISH STEP BY STEP WITH PICTURES

RALPH S. BOGGS AND ROBERT J. DIXSON

English Step by Step with Pictures is a basic text for beginning students of all ages. Approximately 800 words are introduced and grammar and structures are presented in conversational context. All new material is reviewed in exercises which follow each presentation. Numerous pictures illustrate the meaning of each new vocabulary word and structure in the text and help stimulate classroom conversation. The relation of words to pictures provides an effective way of simplifying explanation and facilitates the students' understanding and retention of the material. The humorous illustrations and large, easy-to-read type help sustain student interest.

No. 18186 224 pp.



Regents Publishing Company, Inc.
2 Park Avenue, New York, N.Y. 10016

Employment Issues at Detroit TESOL Conference

The Ad-hoc Committee on Employment Issues submitted a series of recommendations to the Executive Board at the TESOL Convention in Detroit. At several meetings, representatives of the various subcommittees discussed the issues which have been studied over the last year and the factors leading up to their recommendations.

Penelope Alatis reported that TESOL had already addressed the issue of certification by publishing Certification Guidelines and articles on the subject of the need for certification. She recommended that TESOL contact the state boards of education where certification does not exist and lobby directly for certification laws. Furthermore she recommended that TESOL establish links with other professional organizations and enlist their support in the effort to have ESL recognized as a separate discipline.

George Bozzini, the director of the intensive English program at George Washington University in Washington, D.C., spoke in several places at the Detroit Convention about the necessity for TESOL to establish guidelines covering salaries, benefits, teaching loads, and contracts. He proposed a model based on a budget which assumes that a program is totally funded from student tuition, and in which 60% of the total income is spent on salaries, 10% on non-salary items such as supplies, office expenses, and promotion, and 30% reverts to the sponsoring institution for overhead and rent. In such a case, he recommended salaries that range from \$20-25,000 for a director to \$12-14,000 for full-time instructors teaching on an academic-year basis. He further recommended an hourly wage of \$20-25, which should be used only for teachers who are truly part-time, not as a subterfuge for withholding full-time status.

A budget like the one described above should allow 15% of the total amount expended for salaries to pay for the cost of the benefits package, which should automatically be available to all full-time staff. In addition, he recommended a maximum teaching load of fifteen hours per week, though he also stated that a smaller load than that is not economically feasible in an intensive program. Finally, he recommended the establishment of as many fiscal-year contracts as possible to maintain the continuity of the program. These contracts should be offered for periods longer than one year, although this entails dealing with the thorny question of tenure and non-

tenure status.

Shirley Wright of the Program Approval Subcommittee described a questionnaire which will be sent to 200 selected ESL programs in the U.S. and abroad to elicit information about employment and administration in the various types of programs represented by the TESOL special-interest groups. The results of the questionnaire will provide a data base from which to develop general ESL program guidelines; this in turn will provide a model from which an evaluation questionnaire can be formulated to create a mechanism for granting a program "Seal of Approval" either by TESOL or by the special-interest groups.

William Norris stated that there is still little information available about ESL learners, who and where they are, the number of teachers either employed or seeking employment, or the number of programs and educational agencies responsible for them. Therefore he recommended that TESOL undertake as comprehensive a survey as possible to obtain information about these crucial subjects.

The learner census would include present and projected ESL student populations at most common learner ages; it would also include current population and demographic trends in immigrant and refugee groups. The job census would include the number of teaching and support positions in all identifiable programs with information about salaries and conditions. Finally, the teacher census would survey the number of positions which are filled and the qualifications of those teachers, the number of unemployed or underemployed teachers, and the number of people entering and leaving the field.

Risks Possible

Lorraine Goldman described the tentative efforts which have been made by TESOL members to promote unionization. Even the word is so loaded that her subcommittee is called Bargaining Organizations. She recounted the unsuccessful attempts by teachers at the University of California at Riverside to organize, an action which resulted in the loss of all their jobs. On the other hand, ALA in Pocatello, Idaho, is organized under the aegis of the AFT. Some California ESL teachers are part of the AFT along with all the other teachers in the San Francisco Community College District.

The Subcommittee recommended that TESOL establish a Collective Bargaining Clearinghouse to make information and contacts available to teachers who are considering organizing. Furthermore it would contain information and reports from TESOL members who have had experience with organizing attempts, both successful and unsuccessful.

A subcommittee on Interim Solutions recommended that TESOL take a more active role in promoting movements to negotiate job security issues and grievance procedures in organizations where they do not exist. The subcommittee noted with approval TESOL's decision to hire a full-time lobbyist, Dr. J. David Edwards, 11 Dupont Circle, N.W., Washington, D.C. The subcommittee urged all TESOL affiliates to support him by writing letters with information about ESL programs and concerns. The TESOL Newsletter should be a more active source of information about issues that concern the jobs and security of ESL teachers. Lastly, the subcommittee recommended that the national leadership plan management training sessions for ESL administrators so that they would be better able to represent the needs of ESL teachers when they are negotiating with the business managers of educational institutions for better salaries and conditions.

The Employment Issues Committee worked under the leadership of Carol J. Kreidler of Georgetown University. In addition to its goal of maintaining interest in employment issues at the Detroit Convention, the committee intends to continue its work over the next year with the aim of getting TESOL to implement the recommendations in its report.

Paul C. Krueger
Northeastern University

New Book

Congratulations to Rafael DeGruttola, former president of MATSOL, who has published a book of his English poetry, *When Ashes Float*. This was put out by his own press, the Cordillera Press, 4 Marshal Road, Natick, MA 01760.

HEALTH BENEFITS, CONTRACTS, and TENURE AWARDED TO ESL TEACHERS

Sound like a dream or a headline you'd like to read? A number of TESOL and MATSOL members are working towards these precise goals, and could use your help. You probably know that ESL teachers are regularly underpaid and excluded from the benefits and status enjoyed by our colleagues in other disciplines which, in some cases, are far less crucial to their schools' and their students' vested interests than ESL.

When we seek equal benefits and equal status, we're told by school administrators that these cannot be granted to us because of the volatile nature of our students' enrollment. But, as Linda Moussouris pointed out at the recent MATSOL Spring Conference, the facts just don't bear this out. It's high time the educational community accorded us our due! Citing figures from the Institute of International Education, Moussouris reported that in the 1979-80 school year, over 286,000 foreign students were enrolled in institutions of higher education in this country. Multiply this figure by a *very* conservative estimate of \$6000 per year spent by each student on tuition and living expenses, and you have an im-

pact of at least \$1.7 billion. If you stop to think where many of these students come from, you can see what we're doing to bring home some of those petrodollars.

Moussouris reported that these foreign students constitute 2.5% of the entire student body in American institutions of higher education, a population whose size has grown at a rate of 12-16% per year since 1974; and steady growth is predicted through the 1980's. Compare the ESL enrollment in your school with numbers of students of other foreign languages, whose teachers enjoy the benefits we want and deserve.

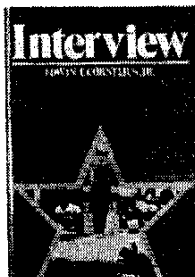
And think of the potential impact on our schools and economy if our foreign-student enrollment rose to approach that of some other developed countries: West Germany's 6%, the U.K.'s 7%, France's 13%, or the 17% attending schools of higher learning in Canada. (Jacobson, *Chronicle of Education*, 15 September 1980, page 5, cited also by Moussouris at the MATSOL Spring Conference). Needless to say, such an increase would create quite an impact on the running of our schools, but would

certainly improve understanding and communication between the United States and the rest of the world, not to mention the effect it would have on the ailing economies of many of our schools and communities. But you probably don't need to be convinced that our importance and potential value to the educational community are at this point not properly recognized. How can we rectify this situation?

The MATSOL Standing Committee on Sociopolitical Concerns has identified some possible strategies: unionization, getting our message to related organizations such as the MLA, NAFSA, and to other departments, faculties, and administrators in the schools where we teach. But the committee needs the help of people interested in these projects. The committee also hopes to set up forums on issues of interest to non-ESL people working with foreign students, and to establish an information clearing-house on materials available to such people.

John R. Dreyer

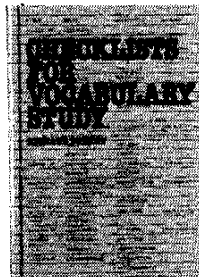
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Bruce Fraser

(Continued from page 1)

The speaker began by discussing language learning strategies, and said that the important question which we have failed to answer is "Why do certain learners chose some strategies over others?" He then went on to the topic of rate, order, and success of learning. In talking about obstacles to language acquisition, Fraser noted that we have gone from the transfer view, which says that we transfer our own language habits and patterns to the second language so that instructors can predict the errors that students will make by constrasting the native and second languages, to error analysis, which defines errors made in transference. Fraser says that contrastive and error analysis are really the same. What most people in the profession, including Fraser, do agree upon, is that this kind of analysis can help us predict student problems, but can not account for all errors.

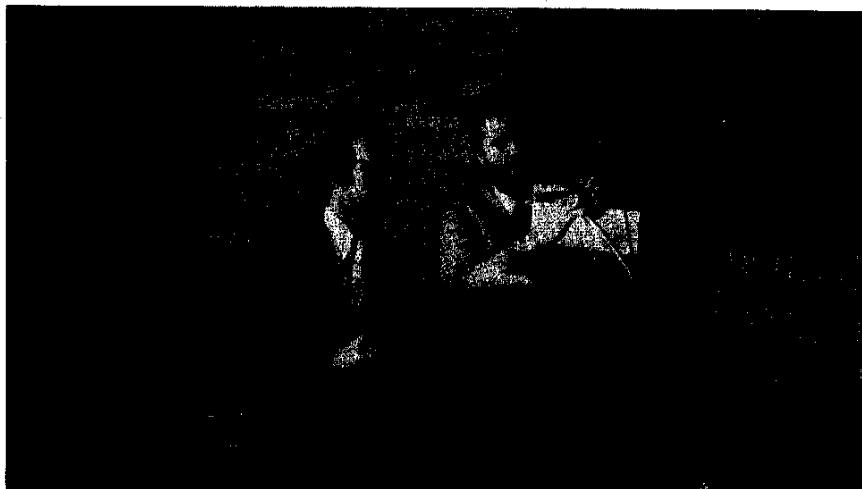
The next topic discussed was the critical period hypothesis which states that we cannot learn languages after puberty. This theory is now being challenged by Krashen and Schumann who believe that blocks to learning after this age are psychologically, not neurologically based. Other factors which affect second language learning are motivation, intelligence, and aptitude, although fluency in communication (as opposed to correctness) seems to bear no relationship to intelligence.

Factors which the speaker said influence language learning, but need further research are: How do learning styles and personality types mesh with certain learning and teaching types? Does the "input" make a difference? What is the "right" input?

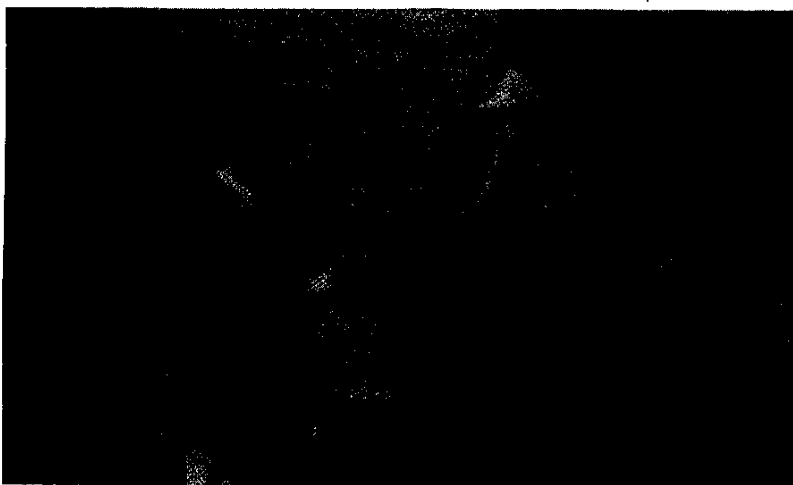
The remainder of the session was devoted to examples of how certain aspects of the English language fail to fit into the linguist's view of language as a finite set of rules. The passive, "ago," collocations, word order, prepositions, idioms, and metaphors are not rule-governed, but probably depend on social, cultural, phonological, and perceptual contexts.

Dr. Fraser concluded by saying that language acquisition is a pioneer field and "we know what we don't know!"

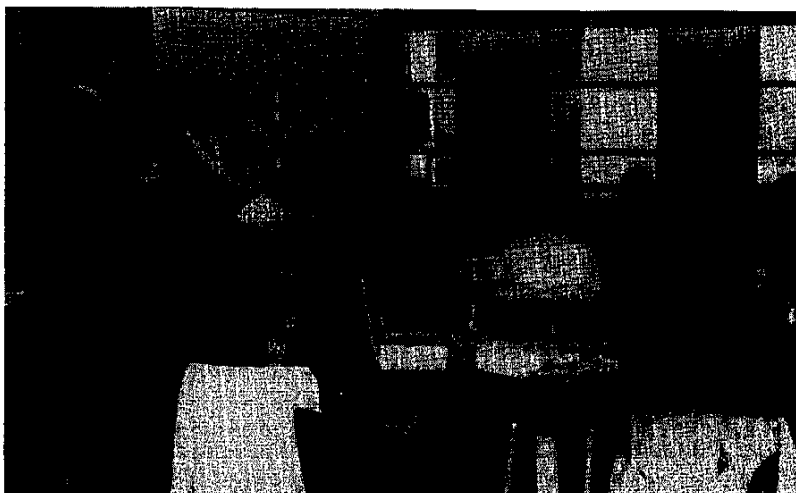
Gloria Mason
Harvard University



BRUCE FRASER (right) adjusts the microphone, assisted by B.U. colleague STEVE MOLINSKY.



STEVE MOLINSKY solemnly swears to uphold the MATSOL constitution being passed on by Ex-President EDGAR SATHER.



Participants at a session conducted by KATHY MOYES and EVELYN NELSON at the Spring Conference.

ESL Certification in Massachusetts

The Commonwealth of Massachusetts has established a new set of regulations regarding certification in elementary and secondary schools. These regulations include standards for certification in English as a Second Language. Since this is the first time that ESL has been included in the list of fields of certification, all who now teach ESL, or who are planning to, will want to be familiar with the regulations. The new rules are effective on September 1, 1982.

The following information includes highlights from the Board of Education publication entitled "Certification of Educational Personnel," available for \$1 from the State House Bookstore (Rm. 116). Ask for Register 162.

Q: What are the requirements for ESL certification?

A: The requirements for all candidates for certification must be met: "a completed application and practicum report; the required fee; proof of good health, of sound moral character, of possession of a bachelor's or higher degree." In addition the candidate must complete the following requirements: (found in Section 7.04 (28) of the regulations)

"Teacher of English as a Second Language"

(a) Requirements

1. proficiency in reading, writing, and speaking American English at a level determined by the Board under Section 7.04 (24) (see further) and as defined by Standard I, below.

2. completion of 30 semester hours of course work in language, exclusive of courses taken to meet requirement 1, as defined in Standard I, below.

3. completion of a pre-practicum consisting of 21 semester hours of course work and other experiences.

4. completion of practicum judged successful on the basis of Standards I-V.

(b) Standard I. The effective Teacher of English as a second language knows:

1. English in general, and especially those aspects of English commonly taught in ESL classes, including vocabulary, structure, usage; reading, writing and speaking.

2. English and American literature.

3. contemporary American culture.

4. linguistics; theories of language acquisition; methods of second language instruction.

5. how to communicate in a language

other than English at at least an intermediate college level.

Q: Is that all?

A: No. In addition, as mentioned above, the candidate for ESL certification who is not a native speaker of English must pass a test of English language proficiency. Native speakers who possess a B.A. are exempt.

Q: When these requirements are met, will a person be able to teach at all levels?

A: No. Four levels have been established, and certificates are issued for one level at a time: K-3, 1-6, 5-9, 9-12.

Q: What about candidates who are currently teaching ESL, and have certification in another field already? Will these teachers be "grandfathered", that is, certified to continue to teach ESL at the level they are currently teaching?

A: Only under certain conditions, will some teachers be issued the ESL certificate. "Grandfathering" would be limited to those holding Elementary Education or Secondary English certification.

(Continued on page 11)

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(Continued from page 10)

Q: Is this issue settled, once and for all, by the Board of Education?

A: There is still some discussion between the Board and those who feel that the "grandfathering" rules are too narrow. At this point it seems that certification of teachers from other fields will be exceptional.

Q: Can teachers get certification in Elementary Education or in Secondary English before the September 1, 1982 deadline, and then qualify for the ESL certification?

A: Apparently, the answer is yes.

Q: What is the most practical way to meet the requirements if a person is not yet in the teaching field?

A: Choose a program in a college or university which has been approved by the Board of Education. These institutions are now gearing up for all the new regulations.

Caroline Banks
Arlington Public Schools



Between sessions of the Spring Conference in the Ell Center Ballroom.

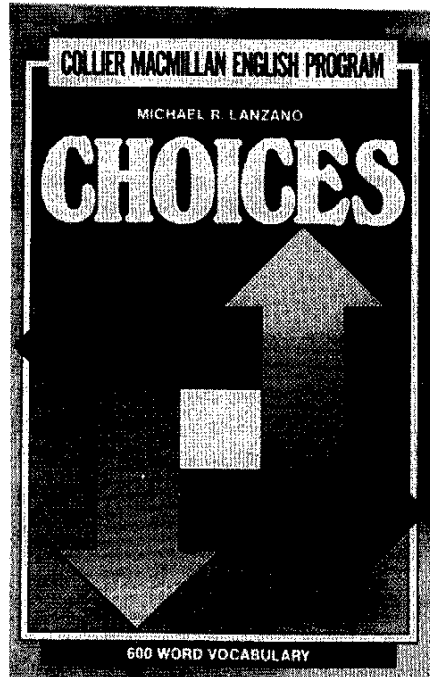


LILLIAN CONNELL greets MAT-SOLers to the Winter Social at Harvard. About 70 came to enjoy the company, the music, and the spirits.



ANNE DOW and DIANE WARSHAWSKY sing to STEVE MOLINSKY's accompaniment at the Winter Social.

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MATSOL Job Bank

The Matsol Job Bank initiated its new format at the Spring Conference held at Northeastern March 27 and 28. Job listings were solicited from program directors and compiled on a mimeographed hand-out which was distributed Friday and then updated Saturday. Jobs included listings for summer programs, immediate openings in adult education programs and even a few ESL publishing jobs.

Directors of programs and others with jobs to offer or with job leads are urged to contact the Job Bank at 437-2474 so that all available openings will be listed. Members who wish to find out what jobs are open have three options. First, they can come to the English Language Center at Northeastern and pick up the listing which will be up-dated each week (if new listings justify such frequent updates). The listings will contain all the information the job bank has about the job. Second, they can provide the job bank with stamped self-addressed envelopes, and each update will be mailed to them. Third, they can call the special job bank number, 437-2474, and receive abbreviated information about the jobs on the list, i.e. the job title, institution, and contact person.

Paul Krueger
Job Bank Co-ordinator
Northeastern University

MATSOL Flotsam: DOTA Data

In the April 1981 issue of the *TESOL Newsletter*, Richard Orem listed a few of the acronyms associated with our profession. These — plus a few which refer to local terms — are listed below. Can you say what they stand for?

ALM, CLL, ABE, ESL, EFL, TEAL, EST, EAP, VESL, CAI, NABE, MABE, MEDPEC, SIG, DOTA, CELOP.

Answers to "DOTA Data": Audio-Lingual Method, Counseling Language Learning, Adult Basic Education, English as a Second Language, Teaching English as an Alternate Language, English for Science and Technology, English for Academic Purposes, Vocational ESL, Computer Assisted Instruction, National Association of Bilingual Educators, Mass. Association of Employment Conditions, Special Interest Group, Decade of the Acronym, Center for English Language and Orientation Programs.

ESL Through the Arts Workshop

A workshop to introduce ESL teachers to the arts as a means of teaching ESL will be held at the Museum of Fine Arts on Saturday May 30. The workshop, co-sponsored by Citystage Theater Company, the Museum, and the Massachusetts Association of Teachers of English to Speakers of Other Languages will provide materials and methodologies for the teaching of ESL using theater techniques and the visual arts.

Activities developed with ESL teachers at the International Institute of Boston, the YMCA Hispanic Services, and ESL programs at the Jackson-Mann and Blackstone Community Schools will serve as the basis for the workshop. These activities, designed to teach grammar, pronunciation and conversational skills at varied levels will be introduced through videotapes of classes, gallery visits and printed materials. Teachers will be assisted in preparing an exercise based on their own ESL curriculum. The workshop is free, funded in part by a grant from the Fund for the Improvement of Post-Secondary Education through the Cultural Education Collaborative. The workshop will be held from 10:00 to 1:00 in the Huntington Room at the museum. Space will be limited so please call 267-9300 ext. 300 for reservations.



c/o Robert Gogan, Editor
Chamberlayne Junior College
128 Commonwealth Avenue
Boston, MA 02116

