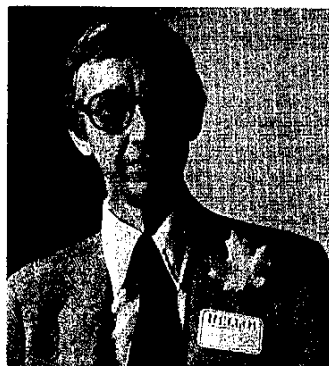


NEWSLETTER

Massachusetts Association Of Teachers Of English To Speakers Of Other Languages

VOL. 11, NO. 1

FALL, 1982



Ex-President, EDGAR SATHER

Teaching is a Love Affair

(Few people are more familiar to MATSOLers than is Edgar Sather. President of the organization in 1980, Edgar has been a familiar sight at MATSOL conferences and socials. Perhaps his finest moment as MATSOL president came when he welcomed 1980 Fall Conference attendants with a sprig of golden Vermont maple. Edgar has degrees from S.I.T. in Vermont and from Carleton College in Minnesota. He has taught at A.L.A., B.U., and now is associate director of Northeastern's ESL program. He has also taught at Skidmore College. Abroad, he has worked in Turkey and in Greece, where he was chairperson of the English department at Anatolia College. Here Edgar is interviewed by Diana Haladay of the American Language Academy).

IN: Ever since my arrival three years ago, I've been hearing the name, Edgar Sather. Could you tell me who Edgar is and what makes him tick?

ES: Right now I'm involved in the El Salvador issue. I sent an article to the *Globe*, entitled, "The Lowest Common Dominator Will March on Saturday," along with a cartoon by Oruc Cakmakli.

IN: Are they going to print it?

ES: Newspapers are funny things. The *Globe* printed the cartoon and not the article. I sent both to a newspaper in Vermont and it printed the article and not the cartoon.

IN: How did you get involved in ESL teaching?

ES: When I graduated from theology school, back when the Eiffel Tower was being built, I had a chance to go to either Turkey or Japan. I picked Turkey. I was supposed to teach English. Talk about how methods have changed! I was supposed to observe the head master teaching. The first day, he had all these pictures that he used to reach English words, when he was called out to see an important visitor. He turned to me and said "Edgar, you take over. I will be back later." That was my introduction to ESL methods!

IN: What aspects of ESL teaching appeal to you the most?

ES: I've always been interested in the theater. The classroom has always been like a theater to me. It's the sound of laughter that I love. There's nothing more exciting than acting out a word and having a Chinese, a Japanese, a Venezuelan, a Swiss, an Arab, and a Mexican all laughing at the same time. It's beautiful. Teaching is a love affair. I fall in love with each class and I silently weep when they leave. Then I fall in love with the next class all over again.

IN: What do you dislike about being in ESL?

ES: When I was in Turkey and Greece, I had pride in being an American. Then the day after the coup in Greece, I was walking down the street and one of my students asked me how I

(Continued on page 2)

Jose Feliciano Phones Bilingual Students

At 1:30, October 22, 1981, the phone rang at Reingold School, Fitchburg, MA. Jose Feliciano was calling the Puerto Rican children in Betty Johnson's 4th and 5th grade Bilingual class.

Feliciano phoned from Logan Airport before giving a concert at Jonathan Swift's in Cambridge. He answered questions from the children in English and Spanish and gave them advice concerning adapting to American culture.

"It's important that you learn to speak both languages because when you get older you'll be able to provide yourself with better opportunities."

When asked where he came from, Jose replied, "I came from my mother" (Laughter) "No, I came from Puerto Rico just like you guys." He told the children he was born in Lares, Puerto Rico and is 36 years old.

One student asked how he learned to speak English. Jose said, "I learned English by trying not to speak Spanish all the time. I think Spanish is a beautiful language, but in the United States you have to learn English to be able to survive."

Before hanging up, Jose said "I'm really glad I could talk to the kids and again I stress...that it's good to learn as many languages as you can and it's also good that you do well academically. When you're Latin, if you don't do good academically, you ain't got a prayer."

"You kids out there, study very hard and try and better yourselves because no one else is going to do it for you."

"I wish you the best of luck and I hope you all have happy and healthy lives."

The phone call came about as the result of a series of phone calls Mrs. Johnson made to Cambridge and Los Angeles. She explained to Feliciano's agent, Paul Shesrin, that the class had been reading a story about Feliciano. When it was learned that he was to appear in Cambridge, Mrs. Johnson invited Feliciano to visit or call the class.

**MASSACHUSETTS
ASSOCIATION FOR
TEACHERS OF SPEAKERS
OF OTHER LANGUAGES**

Executive Board, 1982-83

PRESIDENT
Vivian Zamel
UMass. Boston
VICE-PRESIDENT
Paul Krueger
Northeastern University
SECRETARY
Judith DeFilippo
Northeastern University
TREASURER
Claire V. Smith
Addison-Wesley Publishing
NEWSLETTER EDITOR
Robert Gogan
Chamberlayne Jr. College
PAST PRESIDENT
Steven J. Molinsky
TESOL Program
Boston University
REPRESENTATIVES
William Biddle
Programs in E.F.L.
Harvard University
Jacklyn Clayton
Needham Public Schools
Kathy Irving
M.I.T.
Betty J. Stone
SCALE

**The MATSOL
Newsletter**

Editor Robert Gogan
Teaching Ideas Jeff Diluglio
Books Kay Pechilis,
Judy DeFilippo
Photography Penny Shaw
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 this address:
MATSOL Newsletter
Chamberlayne Jr. College
128 Commonwealth Ave.
Boston, MA 02116
Articles should be typed,
double-spaced, with a margin of
40 spaces.
Next deadline: Nov. 20.

Notes from the Board

MATSOL was well-represented at the Honolulu TESOL Conference. Presenters included PAUL ABRAHAM, PAT HINES, DAPHNE MACKAY, MAX MAYER, CHRIS PARKHURST, JEAN SHIOJI, and VIVIAN ZAMEL. Also attending were ANNE DOW, PAUL KRUEGER, KAREN PRICE, CLAIRE SMITH, and DIANE WARCHAWSKI. According to Vivian Zamel, this year's buzzword was "process." For a revealing photo depicting several MATSOL maids in the process of paddling an outrigger canoe, contact our president.

New books from the pens of MATSOL authors continue to hit the presses. TINA CARVER, SANDRA FOTINOS, and CHRISTIE OLSON collaborated on *A Writing Book: English in Everyday Life*. Prentice-Hall is the publisher. It is available now. STEVE SADOW awaits Newbury House's imminent publication of his book, *Idea Bank: Creative Activities for the Language Class*. Hats off to our latest crop of authors!

Refugees: A World Crisis

The U.S. Committee for Refugees has compiled these statistics for 1982. As the numbers show, the world-wide refugee crisis continues to worsen. The U.S. Congress is considering bills that would limit considerably the number of new refugees that the U.S. would allow to enter. The Huddleston amendment to the Simpson/Mazzoli bill (S. 2222) would be the most damaging, as it would include refugees in quotas set for general immigration. A letter to your Congressperson would be timely.

Below are the most significant refugee areas:

- 2.6 million from Afghanistan in Pakistan
- 1.9 million from Palestine, in six areas
- 700,000 from Ethiopia in Somalia
- 350,000 from Ethiopia in Sudan
- 250,000 from El Salvador, in six countries
- 235,000 from Indochina in many areas; principally the U.S., China, France, and Canada.

Calendar

Nov. 13
MATSOL Fall Conference.
Oct. 29, 30, 31
MY ESOL BEA Conference, Albany.
American Association for Adult and Continuing Education National Conference, San Antonio, Texas.
March 15-20
International TESOL Conference, Toronto.

Edgar Sather

(Continued from page 1)

felt being an American on that day. Of course, I was naive. I didn't believe that the CIA was involved. Now, of course, I know better. I have the same feeling now with our government interfering all over the world. It's a little uncomfortable being an American and it's a little embarrassing working with these foreign students.

IN: What do you think is the most important quality in an ESL teacher?

ES: The willingness to discover one's self and to create lessons that are engaging and have good pedagogical foundations. It is important to go to conferences and to keep up with the new and exciting concepts about teaching. A teacher has to be proficient in the language and care about his work. If a student sees that a teacher has a passion about his work, he will respect the teacher. If a teacher can impart a warm and caring feeling in the classroom, that's a plus. It makes the student feel at home and he functions better.

IN: Why did you decide to write your book, *It's All in a Day's Work*?

ES: God, I thought that you'd never ask!

IN: I've become very Oriental. I felt that I should lead into this very gently.

ES: It was a chance to work with George Draper again. We had spent two years working on a film script. No one, not even George's mother, liked it. They said that it would have been good in the 50's, not the 70's, so we shifted the script. George and I have such a marvelous time working together. We directed three plays together in Greece and we had been making tapes for the lab at BU. We needed an "omni skills" book with reading, writing, listening, and speaking. The book was the result of our collaboration.

IN: What are your plans for the future?

ES: Kathy Irving and I are working on an American culture series using video tapes. It will include listening skills, idioms, main ideas, outlining, and feedback skills.

IN: It sounds exciting.

ES: It is. You know, working with Amy Sonka was also exciting. Our work on feedback skills changed my teaching style. This new video series, which is for the upper or advanced levels, uses a lot of feedback skills. This is good because it involves the students and makes them accountable.

IN: How is the series set up?

ES: It's a series of interviews, six one-hour tapes, with Americans. It's the next
(Continued on page 8)



"Ordinary People" in the Classroom

Few ESL teachers need to be reminded of how artificial the language in many textbooks is. We're accustomed to working around the problems which even our own favorite materials don't escape: we re-write contrived paragraphs, shake the stiffness out of dialogues, straighten unnaturally skewed exercises, snipping and tugging at the words until they lie flat and simple — and maybe a bit jagged — just like the way real people talk.

But what about a book which starts out with real people talking? *Interview* by Edwin T. Cornelius, Jr. (Longman, 1981) is a set of listening practice materials for high intermediate and advanced students composed from authentic, ordinary language. The text assembles ten visually unattractive but well-thought-out units, each revolving around a nine-minute recorded interview. Each unit is packaged with a good variety of follow-up materials: vocabulary lists, multiple choice exercises, discussion suggestions,

and writing assignments. Transcripts of the interview appear on an appendix, but it is the accompanying cassette tape which brings *Interview* to life.

The ten interviews are earnest, moderately articulate Americans who speak in uncontrived vernacular. These are real people, using real language, talking about their real lives. The unscripted and unrehearsed interviews share a common structure: the interviewee tells about his/her life as a policewoman, veterinarian, baseball player, businessman, teacher, or whatever, and discusses how he/she feels about it.

Both tapes and transcripts diligently record the fragments, false starts, repetitions, interruptions, uh's, er's and mm's of normal conversation — items which most ESL tests ignore. The teacher must point out and discuss numerous grammatical anomalies which surface accidentally in informal speech, since the tapes are full of such expressions as "put myself in retrospect," "get a teacher degree," and "the amount of profits you make are really the blocks." My experience has been that students are at first baffled or even annoyed by having to deal with such language-in-the-raw in the classroom. But most come to appreciate a genuine sophistication in the straightforward and unlabored tone of *Interview*.

While the consistent ordinarieness of the ideas in *Interview* is one of the book's strengths, it is also one of its weaknesses. Cliches persist: a businessman rhapsodizes about free enterprise; a rancher prefers his home on the range because cities are too crowded; a baseball player realizes his boyhood dream of becoming a professional athlete only to be caught in a stressful and insecure life. But the language of *Interview* is vivid and authentic, so it escapes a great pitfall into which many of our materials fall. On this basis alone I believe the book is worth examination by any teacher who complains against artificiality in the language of ESL literature.

Margaret Thomas

What Does an ESL Consultant Do?

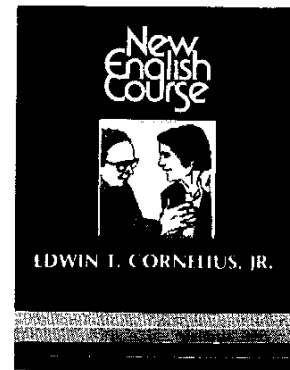
By Pamela J. Sharpe, Research Director, Language Training Consultants.

Pamela Sharpe is ESL consultant for Language Training Consultants, 976 Hartford Street, Worthington, Ohio 43085. (614) 846-5521. (Reprinted from TESOLIN; newsletter for the Indiana TESOL affiliate.)

Asking the question, "What does an ESL consultant do?" is somewhat similar to asking, "Do you enjoy Kipling?" The

(Continued on page 7)

New English Course blends the Traditional and Contemporary



EDWIN T. CORNELIUS, JR.

For More
Information, please
write to:

ELS Publications
Box PB4
5761 Buckingham Parkway
Culver City, CA 90230

For All Adopters of **New Horizons in English . . .**
Two Programs Developed
Especially for Adults

Living Working Learning Language

TWO NEW Adult ESL Programs for 1982 join our growing collection . . .

IMPACT!

Book 1 : Adult Literacy and Language Skills
Book 2 : Adult Reading and Language Skills
Book 3 : Adult Reading Skills Development

J. Motta, K. Riley

- A new three-level ESL reading skills development program for adults
- Presents survival vocabulary and adult-oriented situations to keep students motivated
- Uses sight word approach, with initial oral presentation of material
- Suggests reading readiness strategies for teachers of pre-literate adults
- Richly illustrated Student Books and step-by-step Teacher's Guides

New Horizons in English LIFESKILLS I and II

J. DeFilippo, M. Walker

- Workbooks designed to supplement *New Horizons in English* Levels I and II for use by adult ESL students in North America
- Present same basic grammar as NHE I and II but focus on lifeskill or survival topics — using a telephone, finding an apartment, job hunting etc.
- "How About You" sections in each lesson help students apply what they've learned to their lives
- Will complement any basal series used in adult ESL classes.
- Ideal language complement to **Impact !**

Write for more information on these new materials and our range of ESL titles.



ADDISON-WESLEY
In ESL, We're a cut above the rest.

ADDISON-WESLEY PUBLISHING COMPANY • World Language Division • Reading, Massachusetts 01867



An ESL Ear-Opener

One component of the advanced listening-speaking class that can be a fascinating one is a regular schedule of native English speakers, in or outside the classroom. These can be chosen with special regard to the particular backgrounds and interests of the students, which can be determined with the aid of a questionnaire at the beginning of the course, e.g., speakers in areas of business, engineering, the arts, computer science, environmental science, or controversial socio-political issues like gun control or abortion.

As far as finding speakers is concerned, the first place to start looking is your teaching colleagues, who may have an area of expertise that would be of interest to your class. Next, for those ESL schools or programs that are located on college campuses, speakers can be found in various departments. Interested professors on your campus may speak gratis or for a nominal fee. In particular, retired

professors often have more time available for guest speaking than younger ones.

In addition, organizations such as the American Cancer Society and the environmental research organization called Earthwatch provide speakers who use audio-visual materials in their presentations. Also, word-of-mouth about friends of friends is sometimes a source of ideas about possible speakers and topics. Besides these sources, there is the *Boston Globe's* speakers' bureau, which has information on speakers and their fees provided in a brochure. Some utility companies provide speakers on a variety of topics. The above-mentioned suggestions will generally yield speakers who will come to your school.

Another option is for you to take students out into the community, for example, to a Ford Hall Forum talk, to a speech presented by a prominent guest speaker at Harvard's Kennedy School of Government or Law School, to an orientation talk at the Boston Food Coop, or to a lecture-discussion offered by the World Affairs Council in Boston. Other suggestions can be found in the *Boston Globe's* Calendar section, under "Ideas." Admissions officers are still another source.

In order to make the students accoun-

table for learning the material presented by the speaker, the following procedure is recommended: 1) some pre-teaching of pertinent vocabulary from the organization, speaker, or topic, along with a brief discussion concerning the topic and written questions for guided listening; 2) a question-and-answer period following the talk; 3) a follow-up discussion about the topic; 4) a test on the talk. Related activities might include a debate on a controversial issue, a case study to be resolved by the students, or role-plays — for example, on college-interviewing.

It is very helpful for the teacher to talk with the speaker, if at all possible, well in advance of the speaking date in order to get information about the focus of the talk and to give the speaker some idea about the background of the audience. Taping the talk — preferably with the permission of the speaker — may help the teacher during the follow-up discussion and in the test preparation in terms of concentrating on essentials. A well-designed speaker schedule can provide a useful exchange of information and memorable cross-cultural experiences for upper-level ESL classes.

Mark Stepher
American Language Academy

AMERICAN KERNEL LESSONS SERIES COMPLETED!

AKL: BEGINNING. AKL: INTERMEDIATE. AKL: ADVANCED. Three contemporary courses for older secondary and adult students. Featuring:

- A careful structural progression
- Comprehensive development of the four language skills
- Extensive exercise, test and lab material
- A clear, easy-to-follow unit format
- A continuing storyline or drama at each level

AKL: Beginning, AKL: Intermediate and AKL: Advanced each contain a Student's book, Teacher's Manual, Student's Tests, Tapescript for Laboratory Drills and recorded material.

Longman 19 West 44th St. New York, N.Y. 10036



Newbury House Proudly Presents . . .

First Steps in Reading and Writing

A reading and writing literacy program for high school and adult ESL students . . . plus native speakers!

by Jack Wigfield

- FLEXIBLE** *FIRST STEPS* accommodates students reading and writing at different levels
- ACTIVITY-ORIENTED** *FIRST STEPS* involves students in a variety of interesting and challenging exercises to improve reading, writing, listening, and speaking skills
- ECLECTIC** *FIRST STEPS* integrates traditional methods for teaching reading, and the Language Experience Approach, with accepted ESL techniques
- VARIED** *FIRST STEPS* provides class work, small group work, and individual tutorials

FOR THE TEACHER:

- A complete teacher's guide
 - minimizes lesson planning
 - explains the exercises
 - provides easy-to-follow method
 - shows how to work with students at different levels
- Back-of-book checklist to evaluate individual progress

FOR THE STUDENT:

- Functional, competency-based activities
- Developmental programming for varied skills levels
- High-interest exercises emphasize survival English
- Each lesson focuses on a sound/spelling pattern and introduces important sight words
- Three classroom stages that maintain interest and participation

NEWBURY HOUSE PUBLISHERS, INC.

54 Warehouse Lane
Rowley, Massachusetts 01969
(617) 948-2704

ESL Consultant

(Continued from page 3)

answer, of course, is, "I've never Kippled."

Since April, 1980, I have made my living as an ESL consultant, but it is still, and will probably always be difficult to generalize when I am asked, "What does 'an ESL consultant' do?" Difficult, because of two attractive but elusive aspects of the work. First, consulting changes because consulting assignments change. This week I may be working on a program evaluation. But next week I could be preparing a seminar on ESL teaching methods. Second, what consulting is will be largely determined by

who the consultant is since he or she has the privilege of accepting or rejecting opportunities as they are offered. Although there have been many opportunities to evaluate transcripts and recruit students for university programs, I have not chosen to consult in those areas. In short, "an ESL consultant" does not exist. But there is a challenging career available to those of us in the field who are willing to define and redefine what we do as we do it.

My job as a consultant has consisted mostly of writing ESL materials, program designs, curriculum models, recruitment models, and grant proposals for colleges,

(Continued on page 8)

Haiku Poetry in the ESL Classroom

Haiku, a very simple form of poetry, can be introduced in the ESL classroom from the intermediate to the upper levels with surprising success. It is defined by Cor van den Heuvel, editor of *The Haiku Anthology*, as "an unrhymed Japanese poem recording the essence of a moment keenly perceived, in which Nature is linked to human nature. It usually consists of 17 'join' (Japanese symbol-sounds)." In other languages it is usually written in three lines of five, seven and five syllables respectively. Teachers can make up their own Haiku unit which might last a week (one period a day), or simply do it spontaneously in a restless "we-don't-feel-like-working-today" class. The following are suggestions for presentation, composition and "publication" of Haiku in the classroom.

1. Bring in a map, pictures or artifacts of Japan to arouse the students' curiosity and stimulate interest. If you have Japanese students in your class, so much the better. Let them do this part.

2. Introduce the Haiku by writing several poems on the board. Ones that you have made up yourself may be easier for the students to understand than the ones you find in books, depending upon the level of the class. Encourage students to discover the structure by themselves. Prepare exercises for counting syllables and arranging 5-7-5 syllable lines.

3. Provide them with a list of vocabulary words about nature that might be helpful. Give them pictures, or better yet, take them outside to a park and let them get some inspiration there. What they will be looking for and jotting down are ideas, images and feelings, not actual poetry.

4. Take the students back to the classroom and help them put their jottings into some kind of order, or translate them into English if they have taken notes in their own language. Both you and they will be surprised and pleased with the results.

5. Instruct them to print their finished poems in the middle of a white sheet of paper (onion-skin is nice). Bring in pastels, pencil-crayons or felt-tip pens and tell them to illustrate them. The artist of the class may want to design a cover and title page for the collection. Copies may be made for the students, and the teacher will have a nice keepsake of the class. If there is a school newspaper, suggest that the students submit their poems.

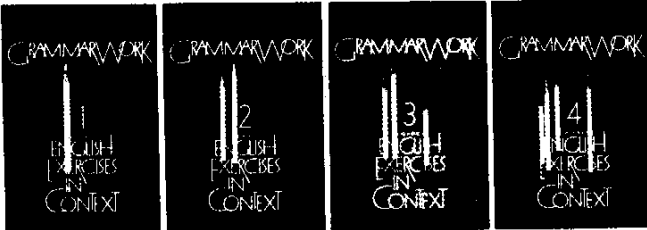
Carol Houser-Pineiro
Center for English Language
Boston University

New from Regents

GrammarWork English Exercises in Context

Pamela Breyer

GrammarWork is a series of four exercise books, each carefully coordinated with GrammarGuide so that students know exactly where to turn for a more detailed explanation of each grammatical point. Each lesson is a self-contained module focusing on a specific grammatical structure. The lessons are set in a familiar context such as grocery shopping, employment, clothing selection, family relationships, etc. to provide a useful focus to the lesson.



- | | |
|--------|---------------|
| #20583 | GrammarWork 1 |
| #20596 | GrammarWork 2 |
| #20608 | GrammarWork 3 |
| #20610 | GrammarWork 4 |

GrammarGuide English Grammar in Context

Janet Mueller Bing

A true reference for intermediate and advanced students as well as teachers, GrammarGuide is carefully indexed to include all possible variations and is organized by a detailed table of contents that includes examples of the structures.

#20622



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

ESL Consultant

(Continued from page 7)

universities, governments, multinational corporations, and international agencies; reviewing manuscripts and researching markets for publishers and advertisers; evaluating programs, participating in staff development workshops, and developing seminars for university administrators, college and university faculty and staff, high school teachers, and adult educators. In addition, I have tried to teach in shorter ESL programs as often as possible in order to field test materials and keep in touch with colleagues and students.

My advice to colleagues who might want to try consulting follows. First, get as much exposure to the field as you can. Teach in several different ESL programs, work in an admissions office, find out what goes on in international student services. Take on some administrative duties, publish some materials. Get into the high schools in your area, and the elementary schools. Offer to help in an adult education course. Observe, observe, observe. Second, meet people. Go to conferences. Exchange ideas and listen for problems. Work out some creative solutions if you can. Then, begin consulting part-time. You will already have gained experience and contacts. Last, plan your career change.

Organize your consulting calendar one year in advance, and organize your finances in such a way that you can wait 90 days between billing and collecting your first fee.

What does an ESL consultant do? I encourage you to find out.

Edgar Sather

(Continued from page 2)

logical step after my work in the laboratory.

IN: Is there anything else that you'd like to say that I haven't asked you?

ES: Oh, did I tell you that our book, *It's All in a Day's Work*, was published in Japan? George and I were so excited. We thought that it was finally our big chance to get rich. A book is like a child. We were really upset when we received a letter from the Japanese publisher saying that he was going out of business and there would be no more sales or reprints of our book. He said, and I quote, "the remainder of the work has been cut into pieces and abandoned." Abandoned! Can you imagine, our child has been abandoned!

IN: Can you have it printed by another Japanese publisher?

ES: I guess so. On top of that, George and I have been waiting to get the book into China. We figured that we'd really strike it rich there! Then Kathy Lazaros came back from China and told us that everyone there was using the book! I guess that they got it in through the black market. Can you imagine, millions of Chinese are using our book and not a penny for us!

IN: You do have problems! First your child is abandoned and then he's abducted!

ES: (Laughter). You're right. He sure is a problem child. I guess that it's all in a day's work.



MATSOL

Fall Conference

November 13

Boylston Hall, Harvard University

"ESL and the Public Sector"

