

Keynote Speaker: Fall Conference Courtney Cazden



We are pleased to announce that the Fall Conference this year will be presented as a collaborative effort between MATSOL and Conn TESOL.

The conference, to be held October 28th at Elms College in Chicopee, MA., is entitled "Voices of Literacy." The keynote speaker will be Dr. Courtney Cazden.

Courtney B. Cazden is Professor of Education at Harvard University. Her most recent book is *Classroom Discourse: The Language of Teaching and Learning*. Her article on "ESL Teachers as Language Advocates for Children" appears in *Children and ESL: Integrating Perspectives*, published by TESOL, 1986. In her MATSOL presentation, Cazden will be joined by Ann Rosebery, scientist at Bolt, Beranek and Newman in Cambridge, MA. Rosebery will describe a successful project for using science for developing literacy in junior and senior high school.

MATSOL will provide a bus from Boston to Chicopee (& back), for those who need transportation. More information on this will be sent with the registration forms . . . watch for them in September.

Early proposals look good . . . and we've lined up some special workshops. This should be a super conference - well worth the trip!

News From TESOL CALL SIG

We have made a great (potential) breakthrough in making software information available and usable to the teachers in the field.

At TESOL/San Antonio representatives met from the CALL SIG, CALICO, CALL digest, and from other groups with strong interests in spreading software news. We met to discuss the necessity for establishing a database which would hold not only information about teaching software of use to ESL teachers (publisher, price, machines, etc.), but also reviews so that teachers could make some judgement about the suitability of the software to their needs. It is clear from our discussions that this is a project whose time has come.

There were two problems to getting started. One was to find a facility which could handle establishing such a database, keeping it updated, and making it available upon request. The second was to find reviews to start the database.

I have been notified that ERIC has agreed to be the home of the database. That is clearly the best possible solution, as they are already established in teachers' minds as the natural source for information.

I have been involved in trying to locate software reviews in the state newsletters of the last two years (other than reviews picked up from CALICO or CALL Digest, as they will supply their reviews directly). I sent out about 25 requests for information about three months ago but have not yet heard a thing! Perhaps that's par for the course.

In any case, the project is no longer in the talking stage. I think we will all find it very rewarding when it is a going concern. Please get in touch with me if you have questions about the project or have ideas of improving it.

Claire Smith
862-0438 home
944-3700 x2491 work

16 Dewey Rd.
Lexington MA 02173

INFORMATION ON ESOL VIDEOS

Are you looking for information about currently available EFL/ESL videos for use in your program? Have you produced videos available for purchase or loan? The ESOL Video Materials Directory, a database of existing videos for EFL/ESL instruction and teacher training, has been created by the TESOL Video Interest Section as an on-going project and service to members of TESOL and its affiliates. Information about videos currently available worldwide may be obtained, or submitted for inclusion in the database, by contacting: Peter Thomas, Department of International Studies, University of California Extension X-001, La Jolla, CA 92093-0176 USA. Telephone: 619-534-0425.

Please Remember . . .
When your membership on MATSOL is due to expire, only ONE renewal notice will be mailed to you. Please respond promptly to keep your name on the mailing list. CHANGE OF ADDRESS? Notify the Treasurer, Mary Doolin, 31 Mountfort Rd., Newton 02161. Thanks!

**MASSACHUSETTS
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**THE MATSOL
NEWSLETTER**

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Video Views Carol Pineiro
Books Steven Kanovitz
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This is a regular 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:

Stephanie Cohen
454 Brookline Street
Newton, MA 02159

Articles should be typed and double-spaced. Please include bio-data.

Next deadline, September, 1989

From the President

This June I went back. Back to the roots of my ESL teaching experience. Back to the place where I first made the magical discovery that I could make a living out of teaching my language to people who didn't know it, out of sharing lives and minds and dreams with friendly people who would pay me for the pleasure. What a revelation! It captivated me then; and now, 25 years later, sitting on my mother-in-law's stone porch under the moura tree in Kallitsaina, eating ripe plums and apricots and moura, the magic is still there. Looking out at a sea of mountains stretching into the hazy distance, and listening to the muted music of mountain sheep bells, each one with its own special tone, each one part of the gentle harmony of the whole, I was thinking of all of us who share this delightful secret, who teach ESL not because we can't do anything else, but because we haven't found anything else that we enjoy as much. As I did so, I was wondering about your stories, about the roots of our ESL experiences. After all these years, one of my greatest pleasures as an ESL teacher is sharing stories with colleagues, stories of how we got started, and why we keep going. We all know it's not the money or the power or the prestige. In times like these, when squeezed between budget cuts and non-native speaker population growth, we can get to feeling marginal and begin to wonder if anybody outside our classes believes that what we're doing is really worth doing. Time to listen to ourselves again; time to remind ourselves of why we're doing what we're doing. So, please, if you have a story to share, send it in!

Spring Conference Report: The evaluations this year were positively cheerful! Many thanks to Bunker Hill Community College for hosting the conference, to Carolyn Graham for her delightful and stimulating plenary session, to the forty presenters who

shared their expertise with us, to the board members and volunteers who worked hard and missed presentations, and to Ralph Radell, Bunker Hill liaison, who made sure things would really happen. It was a pleasure working with all of you. Carolyn Graham's plenary, "Singing, Chanting, Telling Lies: Music and Poetry in the Language Classroom," was videotaped; anyone interested in obtaining a copy can call me at (508) 373-5053. The resolution passed at the conference, "MATSOL Resolution Against Proposed Legislation to Make English the Official Language of the U.S. or Massachusetts," is printed in this issue of the Newsletter, along with the MATSOL Procedure for Passing Resolutions. For those of you who took the time to make recommendations for future conferences, come to the Regional Conference with ConnTESOL this October to see your recommendations turn into reality.

Rick Smith Memorial Lecture: May 18th at the Devotion School in Brookline, the evening was hot and humid, but everyone was energized by Scott Enright's slide presentation, "Turning the Curriculum Upside Down and Inside Out." His thesis: that the activities teachers add to the curriculum to "enrich" it and keep students' attention - dramas, feasts, yard sale shopping - are not just the sugar that sweetens the medicine of education, but are, in fact, the core of education itself, in that they engage the whole student - his intellect, imagination, emotion, and physical self, and thus create change and growth. He said that his travels around the United States have given him hope for the classroom, because everywhere he went he found teachers turning the curriculum upside down and inside out. He did stress that it was a guarded hope, since funding support and understanding at other levels of the educational bureaucracy are still lacking, forcing teachers who choose to turn the curriculum upside down and inside out do so at real cost - almost always as an unrewarded add-on to what remains the very traditional core of the very traditional curriculum. Back out in the warm, dark evening afterward, I found the idea had caught hold in my mind. Not a bad goal for the next year's teaching: turn the curriculum upside down and inside out. . .

Sandra Fotinos

A NOTE ON MEMBERSHIP

Membership in MATSOL covers one year and is renewable. All memberships expire on the last day of the month. Thus, if you are a July member, your membership will expire on the last day of July but you will be notified by mail in early June. All members will receive only one renewal notice and their names will be removed from the computer list if they have not renewed by their expiration date. Because of the growth in our membership, it is no longer possible to send reminders to those who have forgotten to renew. Please help MATSOL by responding to the renewal notice promptly and guaranteeing that your name stays on the mailing list.

LOST!

A lost bracelet was turned in at the MATSOL Registration Desk at the Spring Conference. To claim, please call Mary Doolin at 244-3190 (evenings).

Try Scholastic's new U.S. EXPRESS Magazine with your students, and get a FREE GIFT!

For the first time, Scholastic now publishes a classroom magazine developed specifically for students learning English as a second language.

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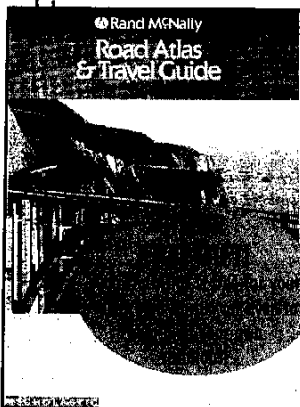
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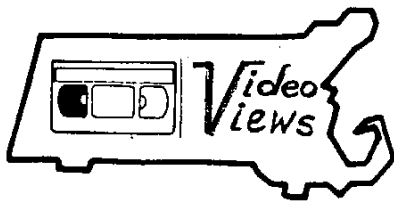
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International Video Colloquium: TESOL '89 A Report from the U.S.

by Carol Houser Pineiro
Boston University

The use of video in the United States in the context of ELT is difficult to describe in general terms because, as Jack Loneragan so eloquently phrased it, "There are deserts and there are pockets". The "pockets" are mainly the institutions of higher education, while the "deserts" are most of the other ESL situations with some exceptions. The following is a brief description of the extent, context, level, materials, and impact of video use in the United States as culled from an informal survey of colleagues who are actively involved with the medium.

At the elementary school level, there are few ESL videos available, so teachers use materials developed for native speakers in content areas, such as language arts (books on tape), and the physical and social sciences. Video is often used as a "substitute teacher" or a reward/punishment mechanism in the primary grades. Some title VII (federally funded) programs employ Curriculum and Video Specialists who produce in-house videos and materials for use in certain school districts.

At the secondary school level, there do exist some suitable, commercially-available videos for ESL students. Teachers also make use of content-area videos produced by the State Departments of Education, adjusting the difficulty of the support materials to the ability of the students.

At the college/university level, video is widely used in the form of off-air tapes, educational films, full-length movies, and commercially-produced ESL programs. Some English language centers have a video library, and occasionally teachers are paid or given release time to develop support materials. In-house production of student programs also takes place. It is not uncommon to store tapes of university class lectures of guest speakers that ESL students may watch in preparation for academic courses. International Teaching Assistant programs often employ this method to familiarize ITAs with American styles of lecturing; videotaping their performance in mock or real teaching situations for critique and feedback purposes is also common. TESOL graduate programs make use of teacher-training tapes, as well, to illustrate methodologies and techniques.

Adult education programs utilize

videos that serve the needs of their particular populations. Survival skills, the job search, and English for the workplace are among the areas studied in these centers, and there are several good commercial and amateur productions around on these topics.

As for as the context of the medium goes, most schools own monitors and VCRs, and some may even have one in each classroom. Closed-circuit television is common in public schools, as is satellite reception of educational programs. On closed-circuit TV, content area videos are televised, as well as live programs involving teachers and students. Some ESL classes have a "video pal" exchange with other schools in their district. One of the largest instructional satellite networks (TI-IN), based in Texas, enables rural schools to offer a wide variety of subjects, including ESL, despite low student populations and limited budgets. Interactive video is still in the early stages of development because of the still-prohibitive cost of equipment and production of material. Cable television (transmission by underground or public utility cables), with part of its services devoted to community access programming, also allows for the broadcast of instructional programs, some of which may be ESL-related.

This community access part of cable television has come to the fore in the past few years as a possible solution to the lack of appropriate video materials for certain student populations. Commercial videos must, in a sense, be generic products that satisfy the needs of the masses, but not necessarily the needs of the students one is presently teaching. To solve this problem, ESL teachers are turning to community access facilities in order to produce their own video programs. The agreement a cable company strikes with a city/town governing body allows local residents to air programs of their choosing for a fixed number of hours per day in exchange for permission to market the company's services in the area. By joining the non-profit community access organization for a modest fee, members can learn how to use studio and on-site equipment. After passing a test, they can be produced at low cost with the community access facilities. Some educators have gone so far as to write grants and obtain funds for

ESL productions. Thus, the problem of funding a video "just right" for a certain population is on its way to being solved by these teacher-turned-producer entrepreneurs.

After surveying the ELT video scene in the U.S., it is clear that in order to promote the wider use of such an effective pedagogical tool, it is necessary to encourage more teacher involvement in the use and production of materials. Administrators should be aware of the necessity of bringing in qualified instructors to train teachers in the criteria for choosing and the guidelines for using video in ESL. They should also provide incentives such as release time and payment for the creation of support materials for authentic videos. Companies who produce ELT videos should solicit teacher input instead of relying solely on "curriculum design specialists" whose reality is the drawing board rather than the classroom. Teachers who feel inclined towards the actual production side of the process should take up the challenge and try out the director's chair; it's one of a myriad of options available in educational media and technology today. To conclude, let us meet the challenge of the 90's: Let us go forward and make the video "deserts" bloom and the "pockets" overflow!

Carol Houser Pineiro has been involved in the use and development of video materials for several years. She is an active member of the new Video Interest section of TESOL and welcomes reviews of ESL-related videos for both the MATSOL Newsletter and the TESOL Video IS Newsletter. They may be sent to CELOP/Boston University, 730 Commonwealth Avenue, Boston, MA 02215.

Congratulations to Robby Steinberg who has qualified as a TWE (Test of Written English) reader.

Needed: Assistant Editor of the MATSOL Newsletter. If interested please call Stephanie Cohen at 617-969-1859 evenings.



Language without Context: Graffiti and T-Shirts Abroad

The west side of the Berlin wall is covered with graffiti documenting political and social attitudes in several languages and on many levels of humor. The messages are pithy, funny, and sometimes tragic. But their major significance is that they exist at all, for the east side of the wall is blank. Within the eastern city, official posters and manufactured flags bear political slogans, but there is a lack of informal expression of spontaneous emotion. Reacting to what impressed me as the barren monotony or the eastern part of the city, especially in contrast to the western part, I will opt for cities with plenty of graffiti and avoid those without.

Writers on blank public spaces give visitors frozen-frame glimpses into a world they wouldn't otherwise know. Native-language graffiti are often emotional, sexy, and full of conviction. Signs (our equivalent: NO NUKES) are ubiquitous abroad. There are political overtones, too, to the bold, black letters on a Geneva wall that proclaim, SOCIÉTÉ, TU M'AURAS PAS (society, you won't get me!) and the announcement on a building in Luzern the NOUS SOMMES TOUS SEULES (we are all alone).

In such graffiti directions are given, emotions are vented, the shy express themselves boldly. A poster in the Milan subway warns, IN AMORE E VIETATO VIETARE (in love, to forbid is forbidden). Someone in Bologna wants to LANCIARE (fling, hurl, or toss) ANALUISA. And a whimsical scrawl in Zurich reads, WER HAT MICH GESEHEN? (who saw me?).

The lack of context teases, but also enhances. Not so with many of the graffiti in the European common language, English. In the same block in Neuchatel where one author pled, with whatever motive, for creamier pastry (PLUS DE CRÈME DANS LES MILLES FEUILLES), another exercised his or her English skills with writing PIGGY IN THE BANK. Mysterious? Sure. Anomalous? Not at all. Large red letters a couple of streets over read CATS ARE WANKERS. And there were more – so many more that I got the same feeling I get reading T.S. Eliot's poetry – unless I can ask the author some questions, I give up!

The most popular medium-minus-context for English abroad is the T-shirt. The same craze for anything American that makes Italian teenagers pay \$200 for a pair of Timberland shoes, programs silk screens all over Europe with English words from catalogs, movies, rock songs, and apparently, at random, from dictionaries. Some of the messages almost make sense, but a link is missing, like: MEN'S BOSS FOR HIRE (Boss is an Italian clothes manufacturer) or RIFLE EXCLUSIVELY MEMBERS (rifle club? for members only?).

In Venice, pink letters on a white shirt read:

BLOOM-
ING

Is it poetry? Or an example of where to divide syllables? Others, and these are my favorites, don't even try to make sense. Florence, with its population of students and international tourists, is a nonstop parade of shirts with messages that seem to come from outer space:

UNLIMITED INDIAN CHIEF
BLANC BLEU INDIAN CHIEF
EASY FIELD TEAM
and
OUTRAGE HELSINKI

They are bought (and they are expensive!) and worn with pride because, and only because they are in English. Their lack of context is the perfect setting for them: they mean no more than they say. They're pure: not meant to reform the world, vent frustrations, or even amuse. Carried along in their hundreds, not only in Florence but in cities all over Europe, on chests that are large, small, old, young, male, and female, they just say, "Here I am, I'm in English."

Ottilie Ketchum

Ottilie Ketchum is a graduate student in the Boston University TESOL program. She has taught at the Boston Language Institute, was an apprentice teacher in ESL program at the Harvard Summer School, and expects to travel to France in the fall.

Editor's note: If you have traveled or lived abroad, no doubt you remember some funny English that you saw on a billboard, on a wall, or on a shirt. One

favorite from my stay in Japan was a huge billboard along the freeway going into Tokyo that said simply "My life, my gas!" as an ad for Tokyo Gas Company. For the next column, I'd like to gather some of your favorites collected from around the world. Send your contribution (just a few lines is fine) to: Jennifer Bixby, 90 Hammond St., Acton, MA 01720. Or call: 508-263-6098.
Foreign Correspondence Editor:

Jennifer Bixby
90 Hammond Street
Acton, MA 01720

CALL FOR PAPERS

The 1990 Second Language Research Forum (SLRF) will be held on March 1-4, at the University of Oregon, Eugene. The theme of the conference is:

Variability in Second Language Acquisition focusing on differences in L2 learner knowledge and acquisitional processes and the relevant explanatory frameworks. The conference will cover, but is not restricted to, the following areas:

Affective factors, Age, Neurolinguistics, Cognitive Models, Language Universals, L1 vs. L2, Input, Classroom Research, Language Testing, Research Methodology, Lexical and Pragmatic Development, Discourse, Non-Indoeuropean Languages, Pidgins and Creoles.

Abstract Information should include:

- 4 copies of a 250-word abstract (name on one copy only)
- 3 copies of a 100-word description of the paper to be included in the program
- a 3x5 card with your name, address, title of paper, and a brief bio-data statement

Send abstract to: Harmut Burmeister, Chair, SLRF '90, University of Oregon, Applied Linguistics, Straub Hall, Eugene, OR 97403. Abstracts must be postmarked no later than November 20, 1989.

TESOL MATERIALS SOUGHT FOR USE IN SUDAN

THE SUDAN - AMERICAN FOUNDATION FOR EDUCATION, INC., a tax-exempt foundation, is seeking donated books, journals and other materials for the teaching of English as a Second Language. These materials have been requested by the Sudanese Ambassador to the United States, Hassan A. El Bashur, on behalf of educators in Sudan and will be used to help reverse the decline in the quality of English instruction in Sudan's intermediate and secondary schools. Single or multiple copies of materials, in print or other forms, can be used. To maximize usefulness, please send materials in good physical condition and that you know are not outdated.

The value of donations to SAFE can be claimed as a U.S. tax deduction and will be acknowledged as such by SAFE.

Donations can be sent at any time to: Sudan-American Foundation, c/o Northeast Container, 13958 Park Center Road, Herndon, VA 22071. Also, please send a description of the donation (brief as 25 books, 1984-1988 issues of a given journal - cite the title) to Dr. Lee Burchinal, Executive Director, SAFE, 4141 N. Henderson Road, #1216, Arlington, VA, 22203. This information is needed for IRS records, completing customs forms and for acknowledging your donation. We kindly ask donors to cover domestic shipping costs: SAFE will handle transport to Sudan and distribution to appropriate centers and programs.

For further information contact Dr. Burchinal at the address given above.

Thank you for your help. Thousands of faculty and students in Sudan will benefit for years to come from your donation.

SECOND ANNUAL MALKEMES PRIZE AWARDED BY SCHOOL OF CONTINUING EDUCATION'S AMERICAN LANGUAGE INSTITUTE

The American Language Institute of New York University's School of Continuing Education and Language Innovations, Incorporated, are pleased to announce that Dr. John Fanselow has received the second annual Fred W. Malkemes prize. The Prize of \$1000 was awarded to Dr. Fanselow at the eleventh annual winter conference of the NYS TESOL Applied Linguistics Special Interest Group held at LaGuardia

Community College of the City University of New York on January 28.

The Malkemes prize was established in memory of Fred W. Malkemes, a respected educator and for nearly twenty years a member of the faculty of NYU's American Language Institute, which offers one of the country's most comprehensive programs in instruction of English to speakers of other languages. The sponsors of the Prize seek articles on topics which were of special interest to Fred, which included: language teacher education; adult literacy; computer-assisted language learning; and developing materials for use in ESOL classrooms for beginning students.

Dr. Fanselow, Professor of TESOL at Teachers College, Columbia University, has devoted much of his work to the study of teaching, especially language teaching. His article, "'Let's see': Contrasting Conversations About Teaching," appeared in *The TESOL Quarterly* (XX:1, March 1988). In it Fanselow provides a different lens through which to view acts of teaching and urges TESOL specialists to consider multiple interpretations for many classroom exchanges. The selection committee noted that the winning article was one of originality and was relevant not only to language teachers but to all teachers and teaching.

TESOL APPROVES NEW VIDEO INTEREST SECTION AT TESOL '89 SAN ANTONIO

The petition to establish a new interest section, Video IS, in TESOL (Teachers of English to Speakers of Other Languages) was approved by both the Interest Section Council and the Executive Board at the 1989 TESOL Convention held March 7-11 in San Antonio, Texas. The 1989-90 officers of Video IS are Susan Stempleski, chair, and Paul Arcario, associate chair. R. Marshall Burgamy and Tracey Forrest will serve as the new co-editors of the *Video Newsletter*, the official publication of Video IS. Peter Thomas continues as coordinator of the *ESOL Video Materials Directory*.

Interest in the production and uses of video in TESOL has steadily increased since video enthusiasts first made moves to establish Video IS at the 1987 TESOL Convention in Miami Beach. Over 200 TESOL members on six continents signed the petition to establish Video IS. Approval of the new interest section comes after two years of active

participation in annual conventions featuring video-related colloquia, demonstrations, papers, and workshops, in addition to Video Theater screenings. The 1989 convention in San Antonio featured an international colloquium co-sponsored by TESOL videophiles and the IATEFL (Association of Teachers of English as a Foreign Language) Video SIG (Special Interest Group). "Video Across the World" brought together video practitioners from Finland, Japan, Mexico, the U.K., and the U.S. to discuss and compare the uses of video in ESOL instruction.

Video IS members look forward to even more active participation in future TESOL conventions. Plans for 1989-90 include continued publication of the *Video Newsletter*, expansion of the *ESOL Video Materials Directory*, a TESOL '90 colloquium jointly-sponsored with the TESOL Computer-Assisted Language Learning and Materials Writers Interest Sections, a three-part series of ESOL video screenings at Columbia University Teachers College, and other projects related to video in ESOL instruction and teacher training.

For more information about Video IS and its video-related ESOL projects, please contact: Susan Stempleski, Hunter College IELI, 1025 East Building, 695 Park Avenue, New York, NY 10021 USA. Telephone: 619-534-0425.

The American Language Institute
of the
School of Continuing Education
of
New York University and
Language Innovations, Incorporated
(LINC) invite submissions
for the annual
Fred W. Malkemes Prize

Fred, a member of the faculty of the American Language Institute of NYU for nearly twenty years and an active member of LINC and a member of its board, had many areas of interest. He devoted special attention to application of the principles of Sector Analysis to classroom practice; exploring the special nature of teaching English in Puerto Rico and Kenya; developing materials for use in ESOL classrooms for beginning students; adult literacy; computer-assisted language learning.

The prize of \$1000 is awarded for an article in English published in the two years preceding the submission deadline. While special consideration is given to

articles which explore topics that interested Fred, articles on any topic which make a contribution to our knowledge of teaching and classroom practice are welcome.

Authors, editors, publishers and readers are welcome to submit articles deemed worthy of special recognition. In a cover letter which includes the name(s) of the author(s) and the date and place of publication, please remark briefly which special feature of the article, in your opinion, makes it outstanding and appropriate for the Malkemes Prize, The American Language Institute, #1 Washington Square North, New York, New York 10003, U.S.A. Submissions must be posted no later than November 1.

All persons professionally associated with New York University or Language Innovations, Incorporated, are ineligible for this award.

MASSACHUSETTS ASSOCIATION OF TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Procedures for passing Resolutions (draft)

1. Drafts of proposed resolutions must be submitted to the Executive Board. They may be submitted at any time during the year, but must be submitted at least two months before the Spring Conference if they are to be acted on at that time.
2. Proposed resolutions may be submitted by special interest groups, regional groups, ad hoc groups, or individual members.
3. Upon submission of a proposed resolution, the President, with the approval of the Executive Board, will appoint a committee of three MATSOL members, at least one of whom is a member of the Executive Board, to study the resolution. This committee may propose changes in wording to the group or individual submitting the proposal; the changes may or may not be accepted by the submitter(s). The committee will then return the proposed resolution to the Executive Board with a recommendation for or against acceptance of the resolution.
4. The Executive Board will vote on

whether or not to submit the proposed resolution to the membership. The resolution will be submitted to the MATSOL membership for approval of a simple majority of the members of the Executive Board so vote.

5. If approved by the Executive Board, the proposed resolution will be submitted to a vote of the general membership at the annual business meeting held during the Spring Conference. Additional changes may be made in the wording of the resolution at that time if approved by the membership and the submitter(s) of the resolution. The resolution will be accepted if it is so voted by a simple majority of the members present at the meeting.
6. If a proposed resolution is not approved by the Executive Board, the submitter(s) of the resolution may have it presented to the membership at the Spring Conference by means of a petition signed by 20% of MATSOL members in good standing. The petition and signatures must be submitted to the Executive Board one month before the Spring Conference. After verification of the signatures, the proposed resolution will be submitted to the membership as specified in #5 above.
7. Accepted resolutions will be disseminated by publication in the MATSOL Newsletter, and by mailing to organizations, groups and/or individuals who may have some interest in a particular resolution.

PROPOSED MATSOL RESOLUTION: AGAINST PROPOSED LEGISLATION TO MAKE ENGLISH THE OFFICIAL LANGUAGE OF THE U.S. OR OF MASSACHUSETTS

MATSOL is an organization of educators dedicated to providing speakers of other languages with the opportunity to learn English. We regard bilingualism as an asset both to individuals and communities. As such, we also encourage English speakers to study other languages. In accordance with research in education, we recognize that knowledge of the first language is a solid basis for learning English. We thus support the learning of English as an addition to, not a replacement of, the first language.

Thus, MATSOL recognizes the right of all individuals to preserve and enjoy their native languages, and supports legislative measures which protect these language rights. We oppose any measure which could be used to deny such rights, including any declaration of English as the official language of the Commonwealth or of the United States. We believe that state resources should be directed toward providing opportunities to learn English through accessible, high quality ESL and bilingual programs rather than attempting to force the use of English through legislation.



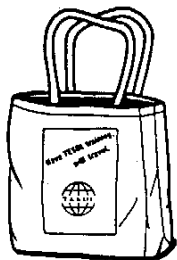
Carolyn Graham
and
Steve Molinsy
at the
Spring Conference



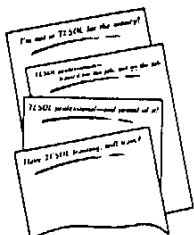
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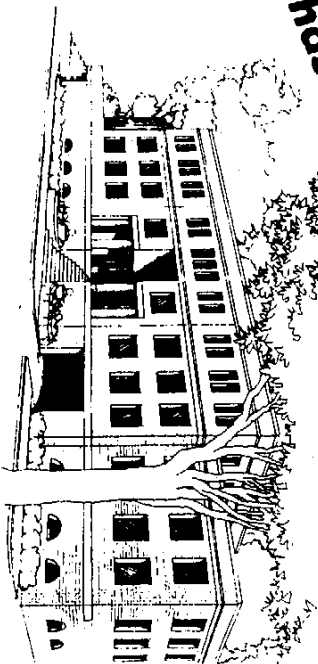
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