

MATSOL NEWSLETTER

Massachusetts Association of Teachers of English to Speakers of Other Languages

VOL. 17, NO. 3

WINTER 1991

Don't Nurture: Negotiate!

Fred Turner

At the latest MATSOL conference, a bunch of us were sitting around talking about working conditions for part-timers. One after another we bitched about the pay, the lack of job security, the dearth of benefits. After an hour or so, we got our nerve up and turned from complaining to figuring out what we could do to wrestle our just deserts from our employers.

One woman suggested we ask for raises. Then, quite quickly, an ESL teacher from a social service agency raised his hand to say he didn't think his agency had the money to pay him more than he was getting. No, he hadn't ever asked and no, he hadn't looked over their books. He just had a feeling.

When another teacher suggested we ask our employers to make a small contribution toward our private health plans, a university instructor explained that where she worked, they might not be able to afford such a contribution without laying off a teacher or two. No, she didn't really know the university's budget for ESL. No, she didn't know if her program turned a profit for the university. She just thought it wouldn't work.

At first I was puzzled. Regardless of the financial health of either the social service agency or the university, why would these two teachers be so quick to assume that their employers were treating them as well as they

Continued on page 4

Creating a Class Memory Book

Christine B. Root



About ten years ago I started having my students work together on a class book: a very simple collection of photos and autobiographies that students arduously drafted, edited, and perfected before I photocopied, stapled, and distributed copies as souvenirs for the students to keep. Over time, this project has evolved into something integral to my course and has become a more rounded and well-presented remembrance, providing, as it does, a focus and a purpose for writing assignments.

At some point I began to realize that various art forms could serve as wonderful catalysts for this kind of project. They could easily be used to get students writing about themselves and each other as well as to get them focused on the worth of both personal and cultural differences. I also realized the cooperative nature of the project would lead to group solidarity as the students worked together toward the common goal of creating a nicely finished and bound book filled with unique memories of a special time together.

The project

I tell the students about the book and we begin working on it as of the very first class meeting. I try to finish at least one item per week to include in the book, in addition to a semester-long biography project. Students pay for their own books, which cost about \$5.00 for an 80 or so page book that includes a cover and spiral binding.

INSIDE

| | |
|---|----|
| From the President | 2 |
| MATSOL '91 Spring Conference Update | 3 |
| MATSOL '90 Fall Conference | 6 |
| Report on Plenary Address | 7 |
| Rap Sessions | 8 |
| Teacher Burn-out | 8 |
| The Plight of Part-timers | 8 |
| Part-timers meet | 9 |
| Questionnaire: ESL Working Conditions | 10 |
| The MATSOL Board at Work | 11 |
| MATSOL Grant Recipients | 12 |
| Amy Worth, Job Bank Coordinator | 13 |
| Job Bank Form | 14 |
| AIDS and ESL, Part II | 15 |
| International Festival | 16 |
| Books: English Language Testing | 18 |
| Recreational Grammar: <i>gife, gemaered & geweorhad</i> | 20 |
| Freshman Seminars | 22 |
| Teaching Ideas: "Good Company" | 23 |
| Database: Out of the Woods | 24 |
| Video Views: <i>Teacher to Teacher</i> | 25 |
| Foreign Correspondence: Bangladesh | 26 |

Continued on page 4

**MASSACHUSETTS
ASSOCIATION OF TEACHERS
OF ENGLISH TO SPEAKERS OF
OTHER LANGUAGES**

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The *MATSOL Newsletter* is published three times a year. It is available through membership in MATSOL. Articles, reviews, letters, and other contributions are welcome. A writer's request for final approval is honored whenever possible. Send material to:

Ruth Spack
100 Salisbury Road
Brookline, MA 02146

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

Next Deadline:
April 15, 1991

From the President

There is no question that MATSOL, a coalition of teachers who have in common the teaching of English as a second language, can act as a social and professional organization, gathering members together so that they can share ideas, concerns, and methods. But MATSOL can be far more than that.

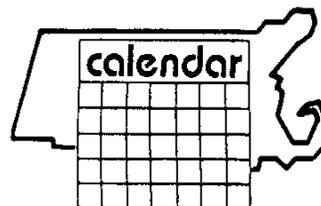
In the year that I've been president, we've been asked by the State Board of Education to become involved in elementary and secondary public school ESL teacher certification.

We've also been asked by the Board to form a coalition with MABE (Massachusetts Association of Bilingual Educators) and MaFLA (Massachusetts Foreign Language Association) to prepare for the coming century when it is predicted that as many as one out of five students in our public schools will need to learn English, and that all students, living in a more international world, will need to learn a second and even a third language. We've been asked to develop resources that we can share, to sponsor meetings and conferences to pool our combined knowledge, and to air some fundamental philosophical, political, and pedagogical differences.

A large segment of our membership who work in colleges, universities, private language schools, and adult education programs and who are poorly paid, have no security, and are offered no benefits, want help from MATSOL to organize for improved conditions.

It is clear that MATSOL is changing and will continue to change as our membership and its needs grow.

Catherine Sadow



1991

MABE Conference

Dates: March 7-9
Place: Sheraton Inn,
Leominster, MA

**TWENTY-FIFTH ANNUAL
TESOL CONVENTION**

Dates: March 24-28
Place: New York Hilton, NYC

**College Composition and
Communication Annual
Convention**

Dates: March 20-23
Place: Marriott
Copley Place, Boston

**International Linguistic
Association**

Dates: April 6-7
Place: New York City

**American Association for
Applied Linguistics**

Dates: March 21-24
Place: New York City

**MATSOL '91 SPRING
CONFERENCE**

Dates: May 3-4
Place: Bunker Hill Community
College, Boston

Typesetting: Bartleby Scriveners *Printing:* Sir Speedy, Brookline
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MATSOL '91 SPRING CONFERENCE UPDATE

MATSOL '91 SPRING CONFERENCE
NEW DATES: MAY 3-4
NEW LOCATION: BUNKER HILL COMMUNITY
COLLEGE, BOSTON

JOSEPH W. CHECK TO BE PLENARY SPEAKER
at the MATSOL '91 Spring Conference
Saturday, May 4

The MATSOL '91 Spring Conference promises to be an exciting event. Chair Kathryn Riley, MATSOL Vice-President, has already planned several forums, panels, and special sessions. Panels will cover issues such as "ESL in Public Higher Education in Massachusetts," chaired by Dr. Janis Alomar of the Massachusetts Board of Regents and "Issues Facing Non-Native Speakers in Massachusetts K-12 Programs," chaired by Gil Hebert, Director of the Bureau of Language Minority Students, Massachusetts State Department of Education. There will be forums on biliteracy and on adult literacy and ESL. Special sessions will include reports on teacher research in progress and discussions of ESL and job training.

Joseph W. Check, Acting Associate Dean, College of Education, and Acting Director, Institute for Learning and Teaching at the University of Massachusetts at Boston, will give the plenary address at the spring conference on Saturday, May 4.

Since 1979, Dr. Check has been the director of the Boston Writing Project and currently serves on the National Board of Advisors of the National Writing Project. He is founding editor of *The Teacher's Journal*, a nationally circulated journal focusing on the craft of teaching at the secondary level.

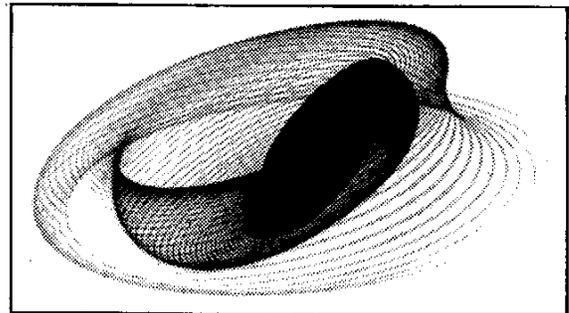
Dr. Check's publications include numerous articles on writing, reading, and teaching.

FOR MORE INFORMATION ABOUT THE SPRING CONFERENCE
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Negotiate! Continued from page 1

could? When they saw their own needs for higher pay and benefits conflict with their employers' needs for cash, why did they seem to place the employers' concerns above their own?

And then it hit me. These teachers were thinking about their employers as if the employers were their students. Like good nurturers, the teachers were placing their own needs on hold while they tried to figure out how to satisfy those of the people they served. In a classroom, they knew, such tactics produced learning. They knew that when students sensed their teacher's concern, sensed that their teacher sincerely wanted to do what was best for them, they often responded by giving their best to the teacher. The teachers at the rap session seemed to figure that if they took the same tack with their employers, if they sincerely tried to understand what their employers needed, their employers would reward them with their best.

In psychiatric circles, this habit of mind is called co-dependence and is seen as an evil. I would suggest that when it comes to teaching (and to teaching ESL in particular), this co-dependence is, in part, a necessary evil. ESL teachers, even more than those who teach other subjects, pride themselves on empowering their students. When they teach their students English, they give them more than abstract knowledge. They enable people to go grocery shopping alone for the first time. They allow people to call doctors when they need them or to get better jobs to put better food on the table. If teachers have to put their own concerns aside for a while to help others, so be it.

The trouble comes when we carry this habit of mind

into the world outside the classroom. If we efface ourselves before employers, if we even for a moment let them see us set their needs above our own, you can be sure they will take advantage of it. Our employers—universities and language schools and even social service agencies—are businesses.

As such, they will save money where they can and spend it when they have to. If we let them, they will gladly save money at our expense. But if we tell them, consistently and in unison, that we need more, they might just give it to us.

And even if they don't, we will have gained something. As long as (outside the classroom) we continue to try to figure out what other people need and give it to them, we allow ourselves to be doormats. We may see ourselves as helpers and facilitators, but until we assert ourselves and put our own needs first, professionally and personally, we won't have the confidence to see ourselves as the competent and caring people we are.

Fred Turner teaches ESL in the Extension School at Harvard University.



The *MATSOL Newsletter* invites commentary on current trends or practices in the ESL profession. It also welcomes responses or rebuttals to any articles or remarks published in the newsletter. Permission to reprint must be obtained from the editors or the individual authors.

Class Memory Book Continued from page 1

Below is a list of a few suggestions for activities that work well and that draw on music, drama, interviews, poetry, and the visual arts. These particular activities are geared for use with students at lower proficiency levels but can easily be adapted to fit the needs of any given class.

1. **Cover design.** I usually assign this task to an artistic student who volunteers for the job. (See sample on p. 1.)
2. **Biographies.** Modelling this aspect of the project on Mark Rittenberg's work on "Active Learning," I have students start with interviews for biographies with the exercise called "Curtain Up/Curtain Down." I carefully pair the students, paying considerable attention to native language, personality, and interests. After talking

about good interview techniques and how to elicit more than superficial information, I have the pairs interview each other and write up the data as a biography or interview. These are then edited, rewritten, revised, and ultimately handwritten, typed, or word processed. I wait until several weeks into the semester before beginning to work on this part of the project, with the awareness that it will take several weeks to work through.

3. **"When I'm 64."** I start with a cloze test, move on to our accompaniment of the Beatles singing this song and then have students write their thoughts on what their lives might be like when they are 64.

Continued on next page

Class Memory Book *Continued from page 4*

Another song that works well is Simon and Garfunkle's "El Condor Pasa," with the final activity being the writing of their own "I'd rather be. . . ."

4. **Candid photos.** Each student brings in a candid photo to use with the text of each biography. I also encourage students to take pictures during class and on any field trips we take and put them in the photo section of the book. I ask the photocopier to "screen" them so that the quality is much higher. I like to put a group picture on the inside cover.
5. **Poetry.** Carolyn Graham's ideas, several of which were inspired by Kenneth Koch's *Wishes, Lies and Dreams* and which will be part of her forthcoming book, *Singing, Chanting, Telling Lies*, are particularly successful because they invite the students to relax and play with language. In working on these, students create wonderful images of themselves and classmates. I like to have students begin writing these vignettes on the first day of classes. I save and date them for the book. The poems can be written in groups or individually. Some of my favorite "Grahammies" are:

- a. **Memory poems.** Students go back into their childhood and tell their name, age, and what they were doing in a specific geographic setting. This is when we begin to learn exactly who is who in the class.

| | |
|----------------------------|------------------------------|
| <i>Nasser, 8 years old</i> | <i>Victor, 10 years old</i> |
| riding his donkey | playing soccer in the street |
| to the water pump | with his friends |
| bringing water | getting into mischief |
| to his family | having an adventure |
| | almost every day |

As a variation on this approach, I have students recall the past by starting each line with the words, "I remember the sound/smell/ taste/ feel. . . ."

I remember the smell
of the seaside
at Forte dei Marmi
when I was little

- b. **Telling lies.** Students imagine unusual settings for their own and for their classmates' time and place of birth. They are encouraged to use size, color, place, and time.

Akujo was born
in a book
in the Harvard Library
last night

I was born in the snow
my father was ice
my mother was rain
I am made of
beautiful shapes

- c. **Things I used to be.** This topic encourages students to make unusual contrasts and to give free rein to their imagination.

I used to be a humble grape but now I'm a noble wine.
I used to be a Porsche but now I'm a bicycle.

This is an exercise that works well as a group poem where group members write several different lines, choose their best one, and use that one as their contribution to the poem. We then organize and type the completed poem and often stage a dramatic reading of it.

- d. **Things I love.** Students write about the things they love (or hate), being as specific and descriptive as possible.

| | |
|--|--|
| I love sitting in my window waiting for the stars at night in my Oaxaca | I love listening to music drinking my favorite tea with my mother in my living room |
|--|--|

6. **Poetry illustration.** Many—but not all—students like the idea of illustrating some of the poems they have written.
7. **Other possibilities.** Literary criticism, reviews (of restaurants, art, and movies), personal ads, original lyrics to familiar tunes, and collages are but a few of the myriad other vehicles that can be adapted to this type of project.

ESL students frequently view writing in English as distasteful. They too often experience difficulty in working toward the end goal of effective written communication. By providing a focus for their writing, a class memory book, with its attendant variety of writing tasks, enables students to become invested in their own writing and interested in that of their classmates. Students' own testimony reveals that the book is an enriching and satisfying adjunct to a skills-oriented class.

This article is based on a presentation given at the MATSOL Fall Conference, 1990. Christine Root teaches in the Extension School at Harvard University.

MATSOL '90 FALL CONFERENCE



Publishers Promote Publications



Participants Politely Await Plenary on Politeness



Teachers Teach Teachers

The MATSOL '90 Fall Conference took place on October 27 in Lowell at Middlesex Community College. Well over 300 people attended the conference and took part in 26 sessions presented by teachers, administrators, and health professionals. Topics of the sessions included helping ESL students integrate within the ESL group, teaching prediction skills, preparing speaking activities and games, introducing cultural activities, and analyzing newspapers in class. Some sessions, in the form of panels, covered issues such as career training for adolescents, multicultural diversity, and problems of urban ESL students. Numerous publishers displayed current textbooks. The conference was chaired by Bea Mikulecky, Christine Parkhurst, Anlee Schaye, and Ellen Yaniv, who received invaluable assistance from Dianne Ruggiero, Alicia Russell, Darlene Furdock, and Elliot Wheelright.



Peace Corps Volunteers Recruit Peace Corps Volunteers

Photos by Carol Pineiro

The MATSOL '90 Fall Conference

"Hi, Thanks, and Good-bye: Perspectives on Politeness"

*Report on the Plenary Address
October 27, 1990*

Ann Hilferty and Bea Mikulecky



Conference attendees were treated to a lively plenary address that was both scholarly and delightful, thanks to Dr. Jean Berko Gleason, psychology professor and faculty member of the graduate program in applied linguistics at Boston University and in-coming president of

the International Child Language Association. Although this review can transmit the facts presented during the address, it is impossible to capture fully Dr. Gleason's light and humorous tone.

The subject of the plenary session was politeness, the system of social routines we use to smooth our interactions with others. It is through such routines, Dr. Gleason explained, that people understand each other and attend to each other's need to save face. These routines are so important that they are overlearned. In fact, politeness routines such as *please* and *thank you* are the last expressions lost in advanced cases of neurological diseases such as Alzheimer's and aphasia.

Such routines are called performatives. For example, we say *thank you* at just the right moment, not necessarily because we really feel thankful, but because it is the polite thing to do. (When a "thank you" IS heartfelt, on the other hand, it stands out as sincere, and not as a performative.)

The acquisition of politeness

Children are not born with a sense of gratitude or a sensitivity to the needs of others. They learn correct forms for expressing gratitude and other expressions of politeness from their caretakers. In every culture, politeness routines, usually unanalyzed chunks of language that suit specific social situations, are embedded in the language socialization process. The routines become model patterns through which children continue to learn about their language. It is not until years later that many children "unpack" these chunks of language into their constituent lexical items.

During her address, Dr. Gleason reported on several studies which she and her colleagues have conducted in recent years, including studies of families at the dinner table and families with Down's Syndrome children. These studies

brought to light the techniques parents use to foster these complex routines in their young children. The studies showed, in general, that through parents' modelling and explicit teaching, children develop politeness routines.

The Halloween study

Although parents in the United States usually stress the "magic words" *please* and *thank you* within the family, they have very few opportunities to coach their offspring in the correct usage of such expressions with strangers. Halloween "trick or treating" offers one such opportunity. Although this is a once-a-year, three- or four- hour event, Dr. Gleason noted that parents invest a great amount of time coaching their children during their door-to-door travels.

In a study conducted over several years, she taped households on Halloween and examined the "trick or treat" exploits of 150 children. ("It was a very easy study," she remarked, "since we collected data only once a year!") Dr. Gleason found a highly constrained, rule-governed trick or treat routine. Over 80% of the children over eleven said *thank you* and over 50% said *good bye*. In cases in which mothers accompanied their children, often the mothers themselves said *thank you*. The mothers seemed to be making an effort to "do trick or treat right" according to their shared social standards.

(As if on cue, a group of costumed children and their parents passed by the open window behind Dr. Gleason as she reported on the Halloween study!)

Politeness routines and ESL

How can teachers of ESL apply these insights in their work? Politeness terms are not merely vocabulary items. We and our students have acquired fundamental social routines of politeness in our first language through interaction with our parents within a specific social context. Our parents employed explicit training and coaching. They prompted us and gave specific directions. They elaborated and paraphrased our speech as we acquired these routines. And they modelled appropriate behavior. In facilitating the acquisition of second language politeness routines by our students, we need to do the same.

*Ann Hilferty teaches at Boston University.
Bea Mikulecky teaches at Bentley College.*

MATSOL RAP at the Fall '90 Conference

Rap Session: Teacher Burn-out

Bea Mikulecky

A rap session on teacher burn-out was included in the Fall MATSOL Conference because feedback from some of our members indicated that such a session might be useful. About ten people attended the session.

Participants, who represented almost every level of ESL—adult ed, higher ed, and junior and senior high—came to the session for many reasons. The group was amused to discover that each person present had her own definition of teacher burn-out: always having to come up with new ideas for the class; maintaining energy levels (and sanity) while teaching SIX classes of junior high ESL per day; motivating students to attend classes and field trips; dealing with the attitudes of colleagues who consider ESL teachers a lower life form. One person attended because she was just entering the field of TESL and she wanted to find out what she was in for!

As we shared our concerns, some important truths emerged: We will burn out less if we focus on our students, engage them, and lead them to become independent learners. We need to speak up about our concerns and find out what other TESL professionals have done in similar situations. We need to discover what it is that we can change, and work on that.

Rap Session: The Plight of Part-timers

The small circle of one dozen chairs prearranged for the part-timers rap session was inadequate to accommodate what turned out to be a standing-room-only crowd. Over sixty people gathered to talk about their teaching experiences and working conditions. As details of low wages and lack of benefits were revealed, the group decided that the only way to deal with their rising anger was to list all the problems on the board and decide which were most urgent. They then set a time for a subsequent meeting, which is described on the next page.

SAVE THE DATE
MATSOL '91 SPRING CONFERENCE
May 3-4, 1991
Bunker Hill Community College

MATSOL BOARD APPOINTS NOMINATING COMMITTEE

The following MATSOL members have accepted the invitation to serve on the nominating committee to determine a slate of officers for the MATSOL election that will take place in the spring of 1991. The nominating committee will prepare a single slate ballot for the positions of vice-president, secretary, adult education representative, and elementary/secondary representative.

Marlyn Levenson (Chair)
Hebrew College
Representing Adult Education

Steven Kanovitz
Chelsea Public Schools
Representing Elementary Education

Steven Molinsky
Boston University
Representing Higher Education

Charlotte Seely
Newton Public Schools
Representing Secondary Education

The committee will be joined by the past president of MATSOL. Their decision will be made by the end of January. The approved ballot, which will include biographical information for each nominee, will be mailed in February. The ballot will have spaces for write-in votes. Ballots returned by mail or in person will be counted by members of the nominating committee at the Annual Business Meeting in the spring. A simple majority of all votes cast will elect.

NOTE TO ADVERTISERS

For rates and information, contact:

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Northeastern University
Boston, MA 02115
(617) 437-2455 (w)
(617) 749-2905 (h)

Part-timers Meet

Karl Smith

Saturday, November 19th was not the best day for a work-related get-together: it was cold and rainy, and it was the first day of a three-day holiday weekend. But despite these conditions, seventeen MATSOL members met to discuss issues vitally important to all part-time ESL teachers. This meeting was an outgrowth of the rap session, *The Plight of Part-timers*, held at the Fall '90 MATSOL Conference and led by Fred Turner.

The November 19th meeting uncovered five areas of concern for part-timers. A group was formed to investigate each area. At a January meeting, the groups will report back on all information they have gathered.

Group insurance

One group, consisting of Faye Cudmore, Esther Haynes, and Margo Downey, will look at insurance programs and check out the possibility of getting some kind of group insurance plan for MATSOL members. Quite often, part-timers have to pay exorbitant prices to get medical insurance if their employers do not provide it, or they have to risk going without it. Ideally a group insurance plan would allow MATSOL members to buy into a plan that would provide coverage regardless of where a member is working or how long that member has been there.

Legal help

A second group, consisting of Robert D'Pasquale, David Coltin, and Margo Downey, will look into getting a permanent lawyer and/or establishing a grievance procedure for MATSOL members. The idea is to have someone available to help MATSOL personnel deal with legal problems or to have someone available to help mediate issues between MATSOL members and their respective employers.

"Insider's Guide"

A third group is conducting a survey on working conditions for part-timers. MATSOL members working on this project are Dorothy Lynde, Dolores Buonsaro, Agnes Farkus, and Leona Breslow. The goal is to gather information that will become an "Insider's Guide" to ESL educational institutions in the Bay State. The guide will contain

information provided by teachers (not administrators) on pay scales, working conditions, size of classes, and other information that a part-time teacher should know about an institution before accepting a position there. Teachers are urged to complete and return the questionnaire that follows this report.

Support group

A fourth group consisting of Bethel Charkoudian and Robert D'Pasquale will work to form a part-time teachers' support group. The purpose of this group is to encourage part-timers to gather informally in order to share ideas, concerns, problems, and the pleasures of part-time ESL teaching. This group will meet on March 2. See page 27 for complete details. All part-timers are welcome.

Unionization

The final area of concern involves the possibility of a union affiliation for MATSOL. Most attendees at the meeting agreed that while there is a need to explore this issue, we first need to understand what MATSOL members want. Cathy Sadow, MATSOL president, will arrange for a union representative to run a Question & Answer session at the MATSOL Spring '91 Conference.

The most impressive features of the November 19th meeting were the level of interest and the feeling that a part-timers organization is important. For the most part, people were anxious to do something to improve the job situation for part-time workers. Now that the ball is rolling, it would give the organization a boost if more people got involved. Perhaps you have some knowledge in one of the issue areas or some contacts that could be useful.

Please take the time to help, and help yourself by coming to the next meeting, April 6, 1991 from 10:30 to noon at Northeastern University's Snell Library. Call Cathy Sadow, (617) 437-2455, for more details. And please fill out and send the questionnaire on the next page.

Karl Smith teaches in the English Language Center at Northeastern University.

QUESTIONNAIRE ON ESL WORKING CONDITIONS

Please take a few minutes to xerox and complete the following anonymous questionnaire. Information is confidential and will be used to prepare a report on the working conditions of ESL teachers in Massachusetts. If you work at more than one institution, please indicate accordingly. Questionnaires should be returned by March 15, 1991 to: Leona Breslow, 408 Crescent Street, Waltham, MA 02154.

Position: _____ Full time _____ Part time _____

Employer: _____

Type of institution:

Elementary _____ Adult education program _____ Secondary _____ Workplace _____ Community college _____

Social service agency _____ College/university _____ Language school _____ Other _____

Private _____ Public _____ Nonprofit/funded _____

Are the students charged tuition? yes _____ no _____ Amount _____

Salary: annual _____ or hourly _____ or per course _____ Teaching hours/week _____ Paid preparation hours/week _____

Paid benefits (check those that you are eligible for):

Health insurance _____ Holidays _____ Dental coverage _____

Vacations _____ Retirement plan _____ Tuition reimbursement _____

Sick leave _____ In-house training _____ Conference days _____

Other _____

Do you have a written annual contract? yes _____ no _____

Do you work on a consultant basis? yes _____ no _____

How many years have you taught ESL? _____

Do you have a university degree in ESL? yes _____ no _____

Do you have a certificate in ESL? yes _____ no _____ Other degree(s) _____

Do you belong to a union? yes _____ no _____ Union name _____

Comments: _____

The MATSOL Executive Board at Work

Does attending a Board meeting sound like a dull idea to you? Then you've never had the pleasure of spending time with the MATSOL Executive Board during our monthly get-togethers over cheese and crackers, chips and dip, coffee and conversation. We discuss issues and plan projects that are meaningful to ESL teachers in Massachusetts. In 1990 alone we chaired two record-breaking conferences, sponsored a social and a stimulating lecture, offered the first annual MATSOL grants for conference travel and research, designed a professional brochure, published three informative and thought-provoking newsletters, expanded the Job Bank, recruited two hundred and seventy new members, supported the formation of an association for part-time teachers, and discussed countless ESL-related issues.



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Ellen Yaniv
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Photos by Jerome Sadow and Sharon Tsutsui



Bea Mikulecky
General
Representative

Susan Vik
Secretary



Chris Parkhurst
Higher Ed
Representative
(and Rebecca)



Kathy Riley
Vice-President

Cathy Sadow

MATSOL Grant Recipients

In May, 1990, the MATSOL Executive Board voted to provide grants for MATSOL members to attend conferences and to conduct classroom-based research. The grants were announced in the Fall 1990 *MATSOL Newsletter*; grant applications were published in the newsletter and were also distributed at the MATSOL '90 Fall Conference on October 27, 1990. The deadline for the applications was November 15, 1990.

The MATSOL Awards Committee, appointed by the MATSOL Executive Board, met on November 29, 1990 to select grant recipients and to decide on monetary allotments. A total of \$3100 was available for distribution, \$500 for each of two research grants, the rest for travel grants.

The MATSOL Board is pleased to publish the names of those applicants who will receive MATSOL grants.

TRAVEL GRANT RECIPIENTS:

Maureen A. Harris

Position/Affiliation: Bilingual Resource Specialist,
Boston Public Schools
Amount/Conference: \$350 to attend the TESOL '91
Convention, March 24-28, 1991,
New York City

Carol Houser Pineiro

Position/Affiliation: Senior Lecturer,
CELOP/Boston University
Amount/Conference: \$350 to attend the IATEFL
Conference (International
Association of Teachers of
English as a Foreign
Language), April 3-6, 1991,
Exeter, U.K.

Lisa Santagate

Position/Affiliation: ESL Teacher,
Dedham Public Schools
Amount/Conference: \$350 to attend the TESOL '91
Convention, March 24-28, 1991,
New York City

Vivian Zamel

Position/Affiliation: Director of the ESL Program,
University of Massachusetts
Boston

Amount/Conference: \$350 to attend the TESOL '91
Convention, March 24-28, 1991,
New York City

Travel grant recipients will write a brief report for the
MATSOL Newsletter.

RESEARCH GRANT RECIPIENTS:

Sarah Smith Dixon

Position/Affiliation: ESL Teacher,
Ward School, Newton, MA
Graduate student,
University of Massachusetts
Boston

Research question:
What are the responsibilities of grade-level teachers and
ESL teachers vis-a-vis their ESL students?

Kimberly Smith

Position/Affiliation: Associate Professor of ESL,
Roxbury Community College,
Boston

Research question:
What are the attitudinal changes that ESL students
experience as they are introduced to the use of
computers as a medium for writing?

Research grant recipients will report on their research
findings at the MATSOL conference following completion
of the project. Research must be completed within 12
months of acceptance of the grant.

The MATSOL Executive Board would like to thank the
members of the MATSOL Awards Committee for their
time and commitment to this project.

MEMBERS OF THE AWARDS COMMITTEE

Paul Abraham (Chair), Bradford College
Mary Doolin, Newton North High School
Anne Dow, Harvard University
Bambi Good, Driscoll School, Brookline
Kay Polga, Brookline High School
Barbara Swartz, Northeastern University
Virginia Zanger, Consultant

1991 Grant Applications will be published in the next *MATSOL Newsletter*.

Meet AMY WORTH, the new Job Bank Coordinator



MATSOL member Amy Worth, the new Job Bank Coordinator, comes to this position with experience in ESL, computer software and software training, and retail management. Amy's interest in ESL began early: as a teenager she lived abroad, first as a high school student

in Switzerland through The Experiment in International Living and then as a Brandeis junior in France, where she served as a volunteer English teacher in a middle school three hours a week. Amy has a bachelor's degree from Brandeis University in American Studies and a master's degree from Boston University in TESOL. Before her work with the Job Bank, she taught ESL to refugees at Hebrew College and volunteered in ESL for the Jewish Family and Children's Service in Boston.

Amy lives in Newton with her husband and small son. She reports that she loves her new position and is working to expand the pool of job seekers as well as her contacts with potential ESL employers.

The MATSOL Job Bank

The MATSOL Job Bank is a resource center for MATSOL members who are seeking full-time or part-time ESL employment in Massachusetts and for employers from a variety of institutions and industries around the state who are seeking professional staff to fill ESL-related positions.

The Job Bank is a free service that can be utilized by MATSOL members in two ways. Members can file their resumes with the Job Bank. This file is kept current and is available to ESL employers on request. The form to accompany a resume can be found on page 14.

Members can also send six self-addressed stamped envelopes to the Job Bank Coordinator to receive monthly listings of current job openings. Send materials to:

Amy Worth, Coordinator
MATSOL Job Bank
31 Fox Hill Road
Newton Centre, MA 02159
(617) 969-2437

Please call if you have any questions.

MATSOL ESL Directory

Amy is now updating the *Massachusetts ESL Directory*, a booklet that contains information provided by administrators on ESL programs and employment conditions in educational institutions, community organizations, and industry in Massachusetts. The new directory will be available to members in the spring.



NAFSA

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THE NAFSANS ARE COMING!**

**43rd Annual Conference
May 24-27, 1991
Boston, Massachusetts**

They're arriving by land, air, and sea and we need to be ready for them long before we can see the whites of their eyes!

The local planning committee needs lots of volunteers, minutemen and minutewomen ready for the NAFSANS whose march towards Boston will begin soon (and we must be prepared!).

The following committees are recruiting volunteers:

| | |
|--------------------------|-----------------|
| Equipment and facilities | Hospitality |
| Transportation | Manager-on-Duty |
| Special events | Registration |

To enlist, please contact:

Seamus Malin, Harvard University
(617) 495-2789
Sally Heym, Northeastern University
(617) 437-2318

MATSOL JOB BANK FORM

(Please return this form with your resume.)

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Mailing address (Street) _____

(City) _____ (State) _____ (ZIP) _____

Day phone () _____ Evening phone () _____

EDUCATION (Most recent first)

| <i>Institution</i> | <i>Major</i> | <i>Degree/Certificate & Dates</i> |
|--------------------|--------------|---------------------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

EMPLOYMENT PREFERENCE

Elementary education ____ Secondary education ____ Higher education ____ Adult education ____
Industry ____ Administration & Teaching ____ Teaching only ____ Administration only ____
No preference ____ Other _____

AVAILABILITY

| | |
|------------------------|--------------------|
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| Part-time only ____ | Evenings only ____ |
| Either ____ | Either ____ |

Comments: _____

Mail to:
Amy Worth
MATSOL Job Bank Coordinator
31 Fox Hill Road, Newton Centre, MA 02159
(617) 969-2437

AIDS and ESL, Part II

John R. Dreyer

In the last issue of the *MATSOL Newsletter* (Fall, 1990), the lead article dealt with AIDS and the ESL classroom, examining how the disease is (and is not) transmitted, why many limited-English-speaking people are at high risk for infection, and what ESL teachers who accept the challenge of teaching about AIDS need to know in order to begin a successful educational program for their students.

Since the publication of that issue, new statistics have emphasized how the epidemic is decimating our youth. Given the average incubation of over nine years, one can deduce that as many as 20% of those with AIDS became infected while teenagers, despite the relatively small number of full-blown AIDS cases among those under 20.

This article will highlight some effective methods of presentation and some instructional materials.

METHODS OF PRESENTATION

How you teach your students about AIDS depends on their age, risk of exposure, ability to use English, and on various cultural factors. Trained speakers from the AIDS Action Committee of Massachusetts (AAC) [see phone numbers on page 19] offer innovative and entertaining presentations in a number of different languages, tailored to the needs of specific types of audiences. The service is free, or is provided in exchange for a donation, but you must make arrangements more than a month in advance.

Adolescents and young adults

Adolescents and young adults, who may not respond well to "lectures," require a more experiential approach to AIDS risk-prevention education and training. Short attention spans linked to high anxiety topics require brief, engaging, high-interest activities in a safe, supportive, non-alarmist setting, so that students will continue to think and talk about these issues outside of class. The "Epidemic Game," which demonstrates exponential infection patterns, gives teens the chance to imagine what it would be like to see friends fall to an incurable disease and later become infected themselves. In the "Risk Game," groups of four to seven students assess the relative risk of deliberately vague activities, such as walking alone on a dark street late at night. The students must identify factors that mitigate risk and report their findings to the larger group. Some of the activities involve discussions of sex; all are designed to help teens develop skills in evaluating and responding to various levels of risk. This approach realistically anticipates the absence of elders at the true moment of potential exposure to HIV.

Adults

Adults who come from cultures where sex and drugs are not discussed openly may feel more comfortable examining materials or a bulletin board display with a small group of

people of similar background, age, and gender, and then discussing what they have seen amongst themselves. Later, a group member who speaks English more fluently can summarize what the group learned or discussed. Just getting people to think and talk about the issue is an essential first step, even if they don't come to the conclusions you hope for.

In this country, some hispanic women face the cultural barrier of machismo, in which prevention of disease and pregnancy are traditionally considered the woman's responsibility. It may be impossible for them to introduce or even discuss condom use with their partners. Such cases require cross-cultural sensitivity and communication skills. The AIDS educator must think in terms of helping people find feasible ways to reduce their level of risk, if elimination of risk is impossible. At SafetyNet parties, led by facilitators from AAC, small homogeneous groups of women or gay men examine ways to reduce their risk of infection in a non-judgmental, intimate gathering of supportive peers.

AAC also provides trained, empathetic counselors who have experienced addiction first hand and who can demonstrate ways to reduce risk levels for infection via needles, discuss options of treatment for addiction, and respond effectively to such barriers as resistance and denial.

INSTRUCTIONAL MATERIALS

For those whose English skills preclude even basic discussions or readings, printed materials are available from the AAC in Spanish, Portuguese, Haitian Creole, Cambodian, Thai, Vietnamese, and Chinese. Among the materials are pamphlets in English and Spanish with graphic instructions on proper condom use. Videotapes in English and Spanish for specific audiences (e.g., teens, women, gay men, health care workers) are also available for loan. Ask for their list. A slick 18-minute video, *Sex, Drugs, and AIDS*, prepared and used by the New York City public school system, addresses high-risk behavior and homophobia, and puts to rest fears of infection via casual contact. Its young actors and actresses also attractively portray the option of sexual abstinence.

SPAL in Somerville offers an AIDS hotline, information and resources to speakers of Portuguese and Cape Verdean Creole. If these groups don't have what you seek, try the National AIDS Information Clearing House in Washington, D.C., but be specific about your needs; for example, ask for materials for Cambodian women.

[Editors' note. A resource list for AIDS and ESL can be found on page 19.]

John Dreyer is an AIDS educator and ESL teacher.

Around the World in a Day:

Planning and Presenting an International Festival

Lisa Santagate

Last May, elementary students in the town of Dedham took a unique trip around the world. As the ESL teacher in both the Greenlodge and Oakdale schools, I wanted to help integrate the international students into the curriculum and to invite the native English speakers to learn more about different lands, languages, and people. An international festival seemed like an ideal way to promote global education.

At the beginning of the year, I surveyed the teachers, who expressed enthusiastic interest in the event. I then went into all the classrooms and did a short cross-cultural lesson highlighting subjects such as immigration, international travel, and discrimination. In February, each classroom, K-5, chose a country for further study. This country would be showcased at the festival in May.

Reaching out to the community

Once the countries were chosen, many of which were the homelands of the ESL students, I collected all of the resources I could for each class. I also helped teachers and students reach out through vehicles such as the World Affairs Council, the local consulates, and the community-at-large. I sent a letter to parents explaining our plans and asking for ideas, information, or actual artifacts available on the countries being studied. I received loans of stamps, postcards, currency, flags, and souvenirs. As the May dates came closer, I wrote to parents again, asking for food donations for an international food table to be set up during the festival. I explained that samples of the various foods would be sold, with the proceeds going toward the purchase of flags of the nations studied for the festival. I received over 40 different dishes in each school!

The Dedham public was informed through the local newspaper, which provided a nice invitation in the "Community Events" section the week before the festivals.

Guiding guests on the "world tour"

On May 16 and 17, 1990, parents and friends were whisked into a whirlwind international celebration. Student "ambassadors" handed out mock passports at the main

doors and guided the guests on their tour around the world. The countries on display in both schools included Czechoslovakia, Zimbabwe, Italy, USSR, Japan, Scotland, Poland, Ireland, and Lebanon. Many classes not only had elaborate displays describing the culture and customs of their showcased countries, but also performed a song or dance of that land.

The food was a great success. Guests sampled a wide variety of cultural delights such as pierogi, fried plantains, falafel, and kourambiedes. The festival made over \$100 at each school, and we now have a permanent display of flags and other multicultural materials available for all to enjoy. Parents were also kind enough to send the recipes for much of the food provided, so we have an enticing food file for future class projects.



Planning future events

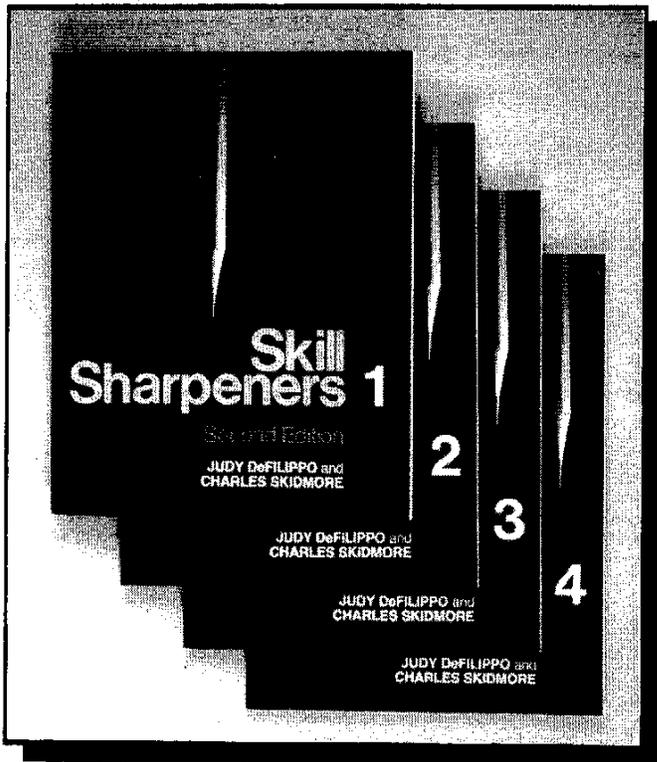
Because our experiences were so positive last year, this spring we will be celebrating at all four of the elementary schools in the

town of Dedham. The teachers and students in all buildings have already chosen their countries and eagerly anticipate the events. The ESL students are already providing the schools with valuable resource materials and sharing their expertise. A parent, on vacation at the Epcot Center in Florida, recently called the school to find out what country her child's class was studying so she could pick something up for the festival! Now the whole community can proudly boast about their world travels!

This year, the festivals will take place March 12-15, on four days in four different schools. If anyone would like more information about the festival planning or about dates for the specific schools (perhaps to plan a field trip?), please feel free to contact me at the Dedham Middle School (617) 326-6900. We hope to see you there with your passport!

This article is based on a presentation given at the MATSOL Fall Conference, 1990. Lisa Santagate teaches in the Dedham Public Schools.

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English Language Testing

Reviews by Paul Krueger, Northeastern University

English Language Testing in U.S. Colleges and Universities. Edited by Dan Douglas. National Association for Foreign Student Affairs. Washington, D.C. 1990. ISBN 0-912207-56-6.

Testing for Language Teachers. Arthur Hughes. Cambridge University Press. Cambridge. 1989. ISBN 0-521-256404.

For many teachers, Testing ranks right next to Economics as "the dismal science." Both seem to be characterized by abstruse theoretical posturing and to be based on a tangled maze of statistical formulas that most teachers have neither the training nor the inclination to unravel. As with Economics, however, we ignore Testing at our peril. Almost all of our students at some time find their lives seriously affected by the tests that we or others set for them. We owe it to students to be aware of what we are doing to them when we test them and, perhaps more importantly, to be knowledgeable about what others are doing with the results of the tests they give our students. Both of the books reviewed in this space serve the laudable purpose of expanding awareness about testing without becoming statistics texts. The first considers the nature of English language tests and how they are used outside the classroom. The other focuses on how teachers can write tests that will accurately and fairly assess their students.

English Language Testing in U.S. Colleges and Universities is an excellent book for ESL professionals. It is written for the non-specialist: its primary audience is those who are involved with the admission and placement of foreign students in colleges.

Ralph Pat Barret begins with a breakneck run-through of the procedures and issues in admitting and placing foreign students in colleges. He predicts movement to more content-based testing than we are used to in this country.

James Haas presents the view from the Admissions Office. He maintains that institutions should use English tests for admissions decisions only when they have taken into account the situation on their own campus or in their region. For example, a lower score on the TOEFL is clearly acceptable if an intensive English program exists on campus as a placement choice for low-level students. If no program exists, arrangements for cross-registration may be made with a neighboring institution. If that is not a viable alternative, a higher level of English proficiency should be expected of successful candidates. These and other issues,

Haas argues, should be decided with input from trained ESL professionals. Haas also argues for (re-)testing all students upon arrival at a campus, a position championed by many ESL programs but not always supported by Admissions personnel. He emphasizes the unreliability of preliminary reports and states that the TOEFL should not be considered an "irrevocable assessment."

Paul Angelis, well-known in ESL circles for his research on testing and especially the TOEFL, cogently discusses who might be exempted from institutional testing. For example, he suggests that at a certain level of TOEFL, students may not need to take a full battery of tests; a composition and interview may suffice.

Harold Madsen reviews the small number of proficiency tests available. The security of two of them, the CELT and the Michigan, is open to question. The MEFLAB is cumbersome to arrange in many places. This leaves the TOEFL, in his opinion, as the "best available."

Two "special interest" chapters cover the subjects of composition testing and testing international teaching assistants. Both give useful descriptions of the tests available and practical advice on how to use the results.

The best article was saved for last. Grant Henning writes on "Interpreting Test Scores." Henning is the author of the excellent testing handbook, *A Guide to Language Testing* (Newbury, 1987). He assumes he is writing for a general audience and makes no attempt to give an overview of statistics. Instead, he focuses on certain problem areas bound to be of concern to anyone using English test results and concisely explicates the issues. For example, he discusses the error of fixed cut-off scores. He explains enough about Standard Error of Measurement for the uninitiated to understand the principle and then shows that a 590 on the TOEFL is the functional equivalent of a 605. He neither belabors the subject nor talks down to his readers. For a generalist, this chapter is worth the price of the book.

In *Testing for Language Teachers*, Arthur Hughes has two major purposes. He wants to help language teachers write better tests and he wants them to be more aware of the phenomenon he calls "backwash." Backwash is the effect testing has on the curriculum, causing it to be modified, consciously or not, to match the materials and methods on which students are tested. Anyone with any expertise in testing will certainly feel that Hughes is making his points unnecessarily simple. Nevertheless, he is striving to reach

Continued on next page

Testing *Continued from page 18*

as broad an audience of teachers and teachers in training as possible.

He enjoins the reader to see testing as a problem solving technique with different tests for different purposes. The main areas of testing he discusses are proficiency, achievement, placement, and diagnostics. He gives useful and brief explanations of the differences between direct and indirect tests. A composition directly tests a student's ability to write, while reading comprehension questions indirectly test a student's ability to read. Similarly, he discusses discrete vs. integrative and norm vs. criterion testing.

Hughes races through important topics like a schoolboy saying his catechism: two pages for content validity, a page on concurrent validity. His attempt to compensate does not suffice; he refers the reader to a more detailed analysis of statistics, a hot nine pages in an appendix. Hughes suggests that readers "assess tests they are familiar with in terms of the types of validity discussed," but he gives them the most cursory view of the tools needed for test interpretation.

The section on reliability is more satisfactory. He explains the issues clearly and discusses reasonably well what is involved in determining reliability. Unfortunately, he dismisses important problems in a footnote that refers the reader to his inadequate appendix. The consistency of the results, which is what reliability measures, is critical to successful testing. The problems in achieving an adequate degree of reliability should not be cavalierly tossed off. However, his practical suggestions for increased reliability are good. For instance, he cautions the reader not to compromise on the length of time needed for the test. He gives good examples of controlling the range of possible responses. He argues for training scorers in order to promote scorer reliability but does not explore this important subject in any detail.

Once he gets into actual testing procedures, the book takes a distinct upturn. He divides testing into skill areas and gives excellent examples of a variety of types of tests that may be used. He devotes a chapter to writing, speaking, reading, listening, and grammar and vocabulary. His suggestions are practical and concrete. He is particularly strong in discussing the strengths and weaknesses of different testing approaches.

Backwash is a particularly infelicitous Britishism which, fortunately, has not entered American testing jargon, but it is an important issue. Often the curriculum in a program or the emphases placed on various aspects of the curriculum are seriously affected by a test which students must take. Teaching to the test is a logical response to the needs of students as consumers of services. However, ESL classes should be more than TOEFL preparation courses. Hughes

rightly maintains that teachers need to take an active role in test construction so that their pedagogical concerns affect the nature of the tests.

Both of these books are informative and raise issues that often escape the notice of most classroom teachers. Douglas gathered a group of experts who write convincingly on a variety of issues. Hughes is very successful in his analysis of types of tests. In his statistical sections, I am reminded of Gertrude Stein's comment on Ezra Pound: "Mr. Pound is like a village explainer. Which is fine if one is a village. If not, not."

Paul Krueger is Director of the English Language Center at Northeastern University.

NOTE TO PUBLISHERS

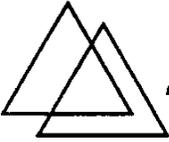
Please send review copies to:

Marlyn Levenson, Hebrew College, 43 Hawes Street,
Brookline, MA 02146. (617) 232-8710

Resource list for "AIDS and ESL"

Continued from page 15

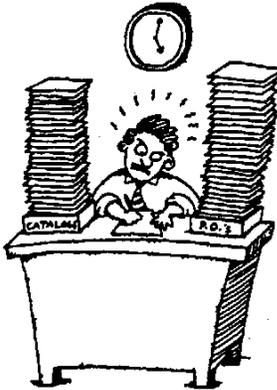
- AIDS Action Committee of Massachusetts
(617) 437-6200
extension 234 for printed materials and videos
extension 286 for the speakers bureau
- Massachusetts AIDS Hotline
(617) 536-7733
or (800) 235-2331
- National AIDS Clearing House in Washington, D.C.
(800) 458-5231
- HIV Testing Hotline
(617) 522-4090
- En espagnol
(617) 262-72481 or
(800) 637-3776
- SPAL (em portugues e crioulo)
(617) 628-6065 or
(800) 232-SPAL
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Key Issues in Bilingualism and Bilingual Education

Colin Baker, University College
of North Wales, Bangor

"This book lives up to its title. The author addresses current and relevant issues in bilingualism and bilingual education.... I do recommend this text to both students and colleagues. The author has managed to achieve the goal he had set out in the introduction of his book, 'the difficult, almost impossible task of being academically acceptable and publicly informative.'"

—*Canadian Modern
Language Review*

1988 • 222 pages
0-90502-895-3 HC \$53.00
0-90502-894-5 SC \$19.00

Bilingual Children: From Birth to Teens

George Saunders,
University of Western Sydney

"This book represents a remarkable achievement and deserves to be widely known. It goes far beyond a 'how to' book for parents raising their children bilingually. It deserves a wide audience among specialists in childhood bilingualism and among all those generally interested in the psychological, social, and educational consequences of bilingualism."

—*Language in Society*

1988 • 288 pages
1-85359-010-X HC \$60.00
1-85359-009-6 SC \$19.00

Raising Children Bilingually: The Pre-school Years

Lenore Arnberg,
Stockholm University

"The author addresses a number of worries that parents often have, such as what effect on the children's intellectual, linguistic and social development bilingualism may have. Her answers are well informed and are expressed in a clear, non-technical style. The book is very readable and should find favor among language teachers. It answers many questions, offers practical suggestions and includes a bilingual family rating scale that can be quite revealing to answer."

—*Journal of The Association
of Teachers of German*

1987 • 168 pages
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Freshman Seminar

Alicia Russell

Foreign students and permanent residents entering American colleges and universities face a bewildering maze of courses, facilities, and extra-curricular activities. To help these students get their bearings, Northeastern University's English Language Center is offering a course surveying university resources. Lecturers from offices such as Freshman Affairs, Student Activities, Computer Services, and Engineering describe their services to these university-bound students. Students sharpen language and study skills by summarizing lectures and researching the topics covered by the lecturers with the help of university publications such as the student handbook.

During the lectures, ESL students learn the basics that incoming freshmen need to know, such as how to use the library and who to contact for help in changing a major, but they also learn things many American students take for granted. When Carey Rappaport of the Department of Chemical and Computer Engineering said that professors would meet with students after class, he surprised Tadashi Kitahara of Japan, who later said, "I did not know that before. In Japan you cannot meet with professors. It was very good to learn how to make appointments."

Participating in class discussions is another practice many American students take for granted. But because of shyness, poor language skills, or a different perception of the student's role, many ESL students avoid speaking up in class. During one session, Dennis Ramsier from the Department of Business Administration encouraged students to share their perspectives with their American classmates precisely because they might be different. He cited examples of American companies that had tried with little success to market products abroad. It wasn't the products that were to blame, Ramsier indicated, but the

company's lack of sensitivity to other languages and cultures that hurt their sales. For example, when Pepsi was marketed in Germany, the catch phrase, "come alive" was translated "come back from the dead." Ramsier emphasized that input from natives who have studied in the U.S. could help prevent such *faux pas*.

Differences between their university systems and American systems can confuse students or prevent them from taking advantage of resources. In many countries, going to a stranger for counseling is unheard of. Meeting Jean Lily-Webber of Counseling & Testing convinced some students to try the study skills and stress reduction workshops her department offers.

For many students, going to a computer lab for the first time is intimidating. A walk through the lab helps them feel more comfortable about using it. Joga Setiawan, an electrical engineering major who must use computers for many of his classes, commented after the tour, "I never went to a computer lab before and now I know where to go and how to use it."

In addition to informing students about university services, this class helps to acquaint university officials with the ESL students and their needs. After hearing students' questions, many speakers leave with a better idea of what the students understand—and don't understand—about the university.

Students who have taken the class report that they now know how to find the help they need. One student commented, "I learned so many things. Now everybody asks me questions."

Alicia Russell teaches in the English Language Center at Northeastern University.

WANTED

Interpreters/Translators

New England INDEX is developing a resource database of persons fluent/knowledgeable in languages and cultural issues for non-English speaking children, adolescents and their families. Resource persons may be reimbursed for services provided.

Call 1-800-642-0249 for more information.

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"Good Company": A Class Activity

Stephen A. Sadow

To the teacher:

This small group activity is appropriate for intermediate-to-advanced-level students. Allow about thirty minutes for the entire activity.

Present the problem as dramatically as you can. During the discussion period, you may want to act as a "walking dictionary." If the students in a group seem to be having difficulty, you may want to give a suggestion or two, but you should not join the discussion. When the groups have completed their deliberations, the secretaries report to the entire class. Correct only those errors that interfere with communication.

To the class:

After seemingly interminable negotiations, the executives of Smith & Co., makers of clocks, and Jones & Co., makers of electrical appliances, have reached a general agreement for the merger of the two companies. However, certain problems are as yet unresolved. The new agreement is in danger because the two groups cannot reach a compromise about a name for the new company; in a similar fashion, they have not been able to settle on a new company emblem or a slogan. Heated discussions have led nowhere.

Since you in this group are well-known commercial artists and highly experienced consultants, the executives of both companies, in desperation, have turned to you. They request that you find an original and appropriate name (Smith & Jones is not acceptable!), that you design an eye-catching emblem, and that you invent a slogan that will reflect the spirit of the new company.

Divide into groups of four to six commercial artists. Each group should choose a secretary. First, decide on the name of the new company. Second, draw the emblem. Third, invent an appropriate slogan. If your group finishes before the others do, devise some advertising for the new company.

Later, you will be able to show your work to your classmates.

From: Stephen A. Sadow, *Fantastico!: Activities for Creative Communication*. Boston: Heinle & Heinle Publishers, Inc., 1989. Translated and adapted from the original Spanish for the *MATSOL Newsletter*. Used with permission of Heinle & Heinle Publishers, Inc.

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MATSOL GATHERING AT THE TESOL '91 CONVENTION

The MATSOL Board has arranged for a meeting place for all MATSOL members and their friends at the TESOL convention in New York City. Plan to gather from 6 to 8 p.m. at the Mirage Lounge in the Hilton Hotel on Tuesday, March 26. This is a good time to renew old friendships and make new connections (and to make new friends and renew old connections).



HELP! VOLUNTEERS NEEDED

Please volunteer to help the TESOL '91 Committee during the Annual Convention, March 24-28, in New York City. For information, contact:

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