

NEWSLETTER

Massachusetts Association Of Teachers Of English To Speakers Of Other Languages

VOL. 19, NO. 2

WINTER 1993

Drawing on Experience

Christine Root

When I was working on the plans for a creative writing course that I wanted to teach, friend and colleague Gianni Dumicich suggested that I have students write from their own art work as one of the warm-up activities. For years I had included "inkspot" art, an idea that I learned at a workshop with Tova Ackerman, wherein students each get a splash of ink and straw with which to blow the ink around. Then, rather like a Rorschach Test, students must decide what they "see" and write a very simple accompanying poem. I had also used Kendall Dudley's idea (which I got when I attended his writing course at the Cambridge Center for Adult Education) of crumpling, folding, tearing or otherwise mutilating a piece of notebook paper and using it as an inspiration to write whatever comes to mind. I viewed this kind of para "art" work as playful and non-threatening. The idea of asking students to really draw something, however, be it either representational or imaginary, seemed very intimidating to me.

I found the idea threatening largely because I cannot draw. At all, I do not perceive myself as capable of replicating what I see either with my eyes or in my mind. I figured that any like-minded students would be turned off immediately upon hearing the assignment. So I began to look for ways to get students to draw without feeling exposed.

Reading, drawing, writing

I started by presenting the drawing exercise as a natural extension of reading done in class, a drawing that would then be used in a writing task as per Continued on page 6

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Content-Based ESL: Environmental Awareness

Karen Sumaryono

The key to any successful content-based ESL course is creating student interest and motivation by utilizing their own growing expertise in a specific area of knowledge. At first, students may be reluctant to delve into the topic area, no matter how relevant or stimulating the teacher expects it will be. But as the course evolves, students develop not only a growing understanding of and interest in the topic but also a new vocabulary that empowers them to make that topic their own. Their growing competency gives them confidence to use that topic-specific vocabulary to complete such language-based tasks as interviewing, conducting a survey, critical reading and listening, and writing to their Congressperson, a fast food chain president, or to the editor of the local newspaper. Such a thematic

Continued on page 8

MASSACHUSETTS ASSOCIATION OF TEACHERS OP 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:

Suzanne Koons 60 Wadsworth St. #20E Cambridge, MA 02142 Articles should be typed and double-spaced. Please include bio-data and phone number.

> Next Deadline: February 22, 1993

From The President

Dear MATSOLers.

- 1) I appreciate all of you who spoke to me at our fabulous Fall Conference. Congratulations and a heartfelt thanks to Linda Schulman and Diane Terry. Chairs; Eileen Prince, Publishers' Liaison; Committee members Michael Buss and Carol Thieme; and Registrar, Bob Maguire.
- 2) Several of you had great ideas for our Spring Conference (April 2 and 3 at Northeastern) which we promise to include.
- 3) Again I wish to thank the Employment Issues Committee for all of their hard work crafting and drafting standards for adult and higher education. One of MATSOL's missions is to improve the working conditions of
- 4) MATSOL is proud to acknowledge its financial and moral support of "Teacher-to-Teacher," a South African-U.S. partnership organized by Cambridge resident Thulani Langa and Mary Wright-Singer.
- 5) Last, but certainly not least, welcome to Betty Gulesian of Northeastern's ELC, our new Secretary!

Fondly, Robby



WINTER 1993

MATSOL Winter Social Date: February 5, 1993 Place: Ticknor Lounge Boylston Hall Harvard University

Georgetown U. Round Table Dates: March 9-13, 1993 Place: Washington, D.C. Contact: James Alatis (202) 687-6045

International Reading Assoc. Dates: March 11-13, 1993 Place: Rochester, N.Y. Contact: Louise Noga

SLRF

Dates: March 19-21, 1993 Place: Pittsburgh, PA Contact: Marion Delarche (412) 624-5900

(716) 247-4210

Conference on Technology and Education

Dates: March 21-24, 1993 Place: MIT

Contact: Michael Thomas, U. of Texas, Austin

MATSOL Spring Conference Dates: April 2-3, 1993

Place: Northeastern Univ. Contact: Mariyn Katz Levenson

(617) 277-9604

TESOL Annual Convention Dates: April 13-17, 1993 Place: Atlanta, GA Contact: TESOL (703) 736-0774

AAAL Conference Dates: April 16-19, 1993 Place: Atlanta, GA Contact: AAAL

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MATSOL '93 Spring Conference Update

April 2-3, 1993 Northeastern University, Boston

Friday's Plenary Speaker: Ruth Spack, Rick Smith Lecturer

"Reflecting on Writing"



Ruth Spack directs the undergraduate composition and literature programs for international students in the English Department at Tufts University. Her background includes teaching in high school and adult education ESL programs and teaching writing to native English-speaking college students. She is the author of Guidelines: A Cross-Cultural Reading/Writing Text (St. Martin's Press, 1990) as well as several articles on the teaching of writing and literature.

Ruth is pleased to have served for several years on the MATSOL Executive Board as an editor of the MATSOL Newsletter and as chair of MATSOL's Publications Committee.

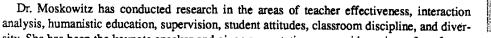
She is currently a Ph.D candidate in Educational Studies at Lesley College and is completing another book for St. Martin's Press, tentatively titled *The International Story*, an anthology of short stories with reading and writing guidelines.

Saturday's Plenary Speaker: Gertrude Moskowitz

"Touch Their Minds, Touch Their Hearts: Breaking Through Barriers in the ESL Class"

Gertrude Moskowitz is Professor of Foreign Language Education at Temple University in Philadelphia, Pennsylvania, where she is presently Coordinator of Foreign Language Education and TESOL. During her early career, she taught Spanish from elementary school through college. The focus of her teaching since then has been in the areas of methods of teaching second languages, interaction analysis, and multicultural education.

Noted for their emphasis on humanistic teaching are two of her books, Caring and Sharing in the Foreign Language Class (Heinle and Heinle) and The Foreign Language Teacher Interacts (Amidon Publications). She has also authored many chapters, articles, and multimedia materials.



sity. She has been the keynote speaker and given presentations on a wide variety of conference programs and trained teachers throughout the United States, Canada, Mexico, Israel, and Japan. In 1981, Dr. Moskowitz was designated Language Educator-of-the-Year by the Pennsylvania State Modern Language Association.



NORTHEASTERN UNIVERSITY: Site of MATSOL '93 Spring Conference

Northeastern University, site of the Spring MATSOL conference to be held on April 2 and 3, was founded in 1898. From its beginning, its mission has been to identify and address the needs of a diverse community and student body in distinctive and useful ways. Northeastern is known for its Cooperative Plan of Education, under which students alternate periods of work and study. All undergraduate day colleges operate on the Cooperative Plan, as well as several of its graduate schools. Today, the University is comprised of nine undergraduate colleges and ten graduate schools, with a population of 20,000 full-time students and 10,000 part-time students.

This university's vibrant English Language Center provides higher education access to both international and resident linguistic minority students. It serves 300 students from 80 countries every year.

The main campus is built around a quadrangle and is divided by Huntington Avenue, a major Boston artery. It is located in the midst of such cultural landmarks as Symphony Hall and the Museum of Fine Arts; it is within walking distance of Boston's renowned medical centers. Northeastern is pleased to be hosting MATSOLers this spring.

For more information about the conference, contact Marlyn Katz Levenson at (617) 277-9604.

MATSOL '92 Fall Conference



We gather together.



Leslie shares her shrimp tales.



Guess who?



Christine draws on experience.

On Halloween Day, over 300 participants, the greatest number ever for a one-day conference, attended 33 sessions given by 48 different speakers at Bentley College. Plenary speaker Leslie Beebe enlightened and entertained us and afterwards graciously stayed for an hour to answer questions. We all owe thanks to the indefatigable conference co-chairs, Linda Schulman and Diana Terry; MATSOL Treasurer, Bob Maguire; and Eileen Prince, Publisher Liaison.



Our favorite activity? Posing.



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Linda revels in rave reviews.

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Dialogue Journal Writing with Nonnative English Speakers: An Instructional Packet for Teachers and Workshop Leaders

Joy Kreeft Peyton and Jana Staton 1992, 152 pp., ISBN 0939791-39-0

Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994

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Upcoming TeleTESOL Conferences

Deborah Short

February 2, 1993 Techniques for Teaching and Assessing Content in ESL Classes

Aliene Grognet

February 11, 1993 Workplace ESL: Needs Assessment to Curriculum Development

Carole Urzúa

March 1, 1993 Writing Development in Young Learners

Earl Stevick

March 1993 (TBA) A New Look at "Memory"

Keith Buchanan

May 4, 1993 Content-Based ESL for Low Literacy Students in the Math Class

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Drawing on Experience Continued from page 1

Gianni's original suggestion. I was bowled over by the enthusiasm and interest this project elicited. I tried it again the next semester and met with the same success. Although not all the students were great artists, they all wanted to express themselves and were willing to try. This type of activity works perhaps because it appeals to both bona fide artists and those who have something to say and who are willing to try a new vehicle for figuring out how to say it. We all have, as George Orwell observes in his essay "New Words," "an outer and an inner mental life: the former expressed in the ordinary language we use in everyday life and the latter in another form of thought that rarely surfaces because ordinary words cannot express its complexity. Our goal is to dredge up that inner life of the mind by using alternative visual language to make inner thoughts more visible." Drawing, then, is simply a way of awakening and focusing students' inner thoughts.

To facilitate the transfer from drawing to writing, I find it helpful to have students do a 10-minute "rapidwrite" on the subject of the drawing as a warm-up activity before we embark on the writing task. Rapidwriting, also known as freewriting, is used by writers for getting ideas down on paper as quickly as possible without censoring or editing, writing in streams of consciousness without worrying about mechanics or grammar. Its purpose is to let ideas flow so that there is substance to work with when it is time to do the "real" writing. I tell students that they might or even should feel transported to another state of consciousness as they shift into the right hemispheres of their brains, where the creative energy is. It is often helpful to give students the first words of the rapidwrite, with such prompts as "I wish," "I like," "I hope," "I remember." [See Christine's article in Vol. 18 No. 2 of the Newsletter for a more detailed discussion of rapidwriting.]

Drawing/writing activities

Here is a sampling of beginning drawing/writing exercises that may be used alone or in conjunction with readings or class discussions. Each drawing is followed by a 10-minute rapidwrite, which would then be developed into drafts and a final paper. Special thanks to Ellen Stutman at the Cambridge Center for Adult Education.

- Ask students to focus for a moment on something or someone that makes them very angry. Have students express their anger using whatever random lines and surfaces they want. Tell them not to make a picture, just use marks to show anger. Give students 10 minutes to rapidwrite about their anger or the object of it.
- Supply students with several different materials and colors and ask them to experiment with how many different kinds of marks they can make. Using the sides, the tip, differing amounts of pressure, erasures and

shading, have them cover their whole paper, without trying to make a picture. When all students have filled in the whole paper, have them examine their own and each others' work, with an eye to more and less interesting parts of the whole, and discuss their work and what they see. Have students rapidwrite a description of their own or someone else's work.

- 3. Ask each student to make a very simple drawing of his or her house. They can draw the exterior or choose a particular room to draw. Have students rapidwrite on whatever the drawing evokes vis a vis the house itself, relationships, family, and/or memories. (Teachers familiar with Carolyn Graham's "memory poem" ideas might want to use them here.)
- 4. Choose an object, such as a seashell, that contains a great deal of very fine detail. Students should each, preferably, have their own object in order to be able to truly scrutinize every little line and to faithfully replicate each individual line in its variations. Students do not need to draw the entire object; they can just choose

Drawing is simply a way of awakening and focusing students' inner thoughts.

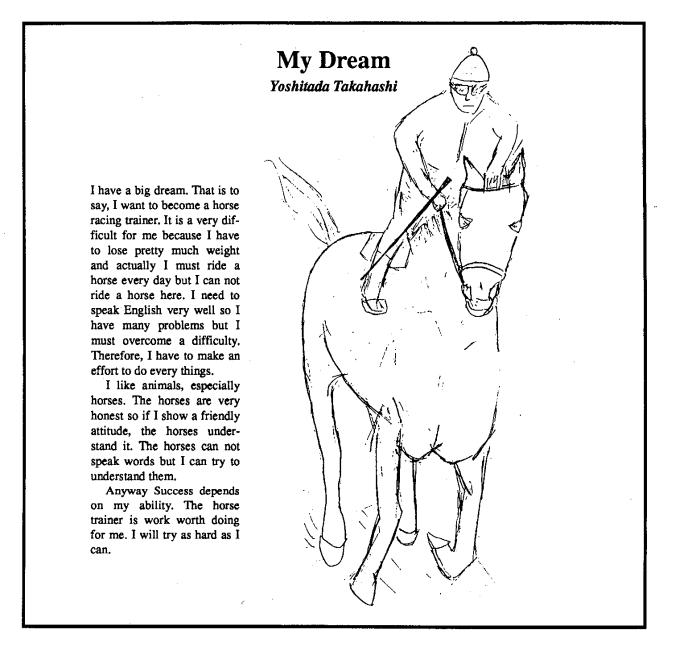
one part of it to focus on and copy line by line. Have students rapidwrite on something that they have focused very intently on at some point in their lives.

- 5. Have students draw an object with the "wrong" hand, the hand they do not usually use. This is another exercise in close observation; what usually happens is that people are much more careful and alert in their observations. Have them try this exercise several times. Then have students write about the results of this exercise and their thoughts on it.
- Have students think of and illustrate a very happy memory from childhood and then rapidwrite about it.
- Have students think about themselves in X number of years and draw themselves in the setting they envision.
 Ask students to discuss their work and then rapidwrite.
- 8. Use an article, poem or story (those of Ernest Hemingway, Grace Paley, and Langston Hughes work well) as the basis for an expressive design assignment: have students express their thoughts on some part of the selection through their own creation of either an image-based or abstract rendering. Ask them to discuss their work and then rapidwrite.

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Drawing on Experience Continued from page 6

 Sometimes it is interesting to have students work from the paintings of other artists. Edward Hopper's paintings lend themselves quite well to this type of activity tions to impressions from the pictures and then write a draft of the story they see in the picture, creating a richer understanding for the reader by extensive use of the senses.



as do those of Norman Rockwell because they set familiar scenes and tell clear stories and because works of both of these artists are readily available (most notably in large-sized calendar form). Have students discuss what they see in the pictures. Ask them to rapidwrite based on their reac-

Parts of this article are taken from a forthcoming book by the same title, authored by Christine Root and Gianni Dumicich. Christine teaches at Harvard University Extension.

Content-Based ESL Continued from page 1

approach creates interest through competency and knowledge of a previously inaccessible area of knowledge.

An environmental awareness curriculum was developed by my colleague Karin Bradberry for intermediate/advanced ESL learners. The first unit, Environmental Issues Identification, serves as an introduction to the theme of the course.

Students develop not only a growing understanding of and interest in the topic but also a new vocabulary that empowers them to make that topic their own.

Throughout this unit, students explore the types of environmental issues prevalent in the news today, develop vocabulary related to these issues, begin to hone their skills of observation and analysis, and learn more about each other's countries, as well as their own countries' particular problems. Students begin to form a common ground from which they continue to explore certain aspects of environmental problems in greater depth.

Curriculum activities

Activities in this unit include an Audubon self-guided tour using nature trail pamphlets, group work identifying and stating the main issues of teacher-selected newspaper articles on environmental issues, categorizing articles/issues, listening to the words of a song ("It's a Small World" by Huey Lewis and the News), class presentations of environmental issues around the world, and an exercise using metaphors based on a descriptive passage on the environment from literature from the local area. Various grammar, vocabulary, and pronunciation practice can be incorporated naturally based on student needs.

There is no limit to the type of activities the teacher and students can generate once the course begins to unfold. Getting out and interacting with native speakers through interviews and surveys generates excellent material for analysis and discussion. Topic-related library research, poetry, magazine articles, field trips, and spontaneously-recorded news clips from TV or radio likewise add variety to the curriculum.

Follow-up activities

There are two more aspects of this theme-based course that make it a success. First, after each activity or week of activ-

ities, I elicit written feedback from the students, which varies depending on the level and maturity of the students. I have my 11-16 year-old students write the things they liked about the activity on one side of an index card and those they did not like on the other side. This information not only aids me in planning future activities but also helps students reflect on their learning. During the course this feedback will become much more specific including reasoning and self-reflective insights. Secondly, a student-directed video brings nice closure to the course. Groups or pairs of students decide how to present one aspect of their learning in a two or three minute video clip. Then these segments are ordered, taped, and shown to other classes, families, or some other interested audience. My advice to the teacher: assist in the explanation of the project and logistics, then stand aside and watch the creative ways the students put together their masterpieces.

Other possible themes

The topic areas for designing this type of curriculum are limitless, depending on the interests of the teacher and students in the class: AIDS awareness, health care issues, multiculturalism, and education are only a few possibilities. Teachers can begin by collecting written materials and sending away for government publications, checking video libraries, investigating field trip destinations, clipping pictures and articles, listening to popular songs, and getting in touch with community resources on the topic. Once you begin, everything related to the topic can be turned into a language task, and as the unit evolves you can watch as your students are transformed by their new awareness.

This article is based on a presentation given at the MAT-SOL '92 Spring Conference. Karen Sumaryono teaches at West Springfield High School.

MATSOL NEWSLETTER

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1991 MATSOL Travel Grant Reports

In 1991, nine MATSOL members were awarded Travel Grants to attend a professional conference. As part of the grant package, each recipient was asked to write a report on some memorable part of the conference. Three of those reports are included in this issue of the Newsletter.

Breakfast with Widdowson: Food for Thought

Eileen Prince

Thanks in part to a MATSOL Travel Grant, I was able to participate in many activities at TESOL'92. Unfortunately, involvement in interest section activities left me with less time than I would have liked to attend sessions. In order to increase my learning time, I signed up for three breakfasts, events at which one eats at a table with a well-known TESOLer who has agreed to be the intellectual main course.

My first breakfast was a complete disappointment. The TESOL official I had hoped to meet was ill, and our "session" was canceled. The second was with a teacher known for her work in teaching academic writing. This was certainly a worthwhile experience: We all exchanged ideas, and she occasionally interjected and redirected our conversations, in keeping with the pedagogy many of us espouse.

My final morning experience was at a table full of TESOLers from around the world. We were there to discuss literature with Professor Henry Widdowson. This breakfast was quite different from the other I had partaken of and from others I observed and heard about. Whereas all other hosts I know of facilitated, Widdowson presided. We knew we were in the presence of a TEACHER. He had clearly prepared an agenda and led us through a consideration of

just what literature and art are. We answered questions he directed to our group and occasionally interjected our own comments, but he was clearly in charge. Many of us even took voluminous notes. And all of us felt we learned a lot about ways of viewing literature.

Widdowson defined art as being in the eye of its creator and perceiver; anything can be art if it is in any way set off from the mundane as such. Thus, for example, a fork with a frame around it becomes art because it has been framed. The problem that many have with defining art and one of its subcategories, literature, is, according to him, the insistence on equating the terms art and literature with good art and literature. We should of course evaluate, but not with our definitions.

Breakfast with Widdowson was the educational high point of my TESOL '92 experience. That it did not conform to our continuing movement away from the teacher-centered classroom is perhaps food for thought: different teachers, different learners, and different goals lend themselves to different methods.

Eileen Prince is Associate Director of the English Language Center at Northeastern University.

Three Research Colloquia

Barbara D. Sinclair

The TESOL '92 Convention in Vancouver provided an incredible array of sessions, from materials-oriented workshops to the presentation of research on second language acquisition. Truly, there was something for everyone, and my experience, both as a presenter and spectator/participant, re-introduced me to the range of approaches in the ESL profession. I am grateful for the opportunity to have attended the convention with the aid of a MATSOL Travel Grant.

The sessions that I found most useful were three research colloquia. Classroom-Centered Research, featuring such diverse linguistic researchers as Vivian Zamel, Scott Enright, and Patricia Carrell, emphasized the importance of teachers as researchers and collaborators in investigations

of second language and literacy acquisition. A colloquium on writing in a second language concentrated on the teaching of writing and included discussions of the inappropriate distinctions between personal and academic writing and what constitutes 'good' writing. In a third colloquium, on the subject of reading research, five quantitative and qualitative studies were presented which focused on the development of reading strategies in L2 and the effects of such factors as cognition, metacognition and first language literacy.

Barbara Sinclair teaches at the Intergenerational Literacy Project at Boston University.

Reports continued on next page

Reports Continued from previous page

400 Teachers Learn to Cooperate

Raynel Shepard

You have 45 students in your intermediate ESL classroom. You want them to have as much time as possible to practice their language skills through meaningful communication. You only have a 45-minute period minus 5-10 minutes to get them settled. That leaves you with 35 minutes, which boils down to less than one minute per student to practice speaking in English!

What are your options?

- A grammar lesson would help them learn about language but not speak it.
- A lecture would provide practice in listening but no opportunity for two-way communication.
- You could engage each individual for their allotted 60 seconds of time, but by setting a time limit you can make them feel nervous if they're pressured to speak,

Your goal as an ESL teacher is to provide a dynamic, non-threatening, communicative environment where your students become competent speakers of English. In your current situation this seems nearly impossible, right? Wrong! At least that's what Spencer Kagan had us believing after an intensive workshop on cooperative learning at the 1992 NABE Conference, which I attended thanks to a MATSOL Travel Grant. What was so delightful about this workshop was that all 400 participants were actively involved in cooperative learning for the full four hours.

Through our active participation in several cooperative learning "structures," Kagan demonstrated the three basic principles of cooperative learning: simultaneous interaction, positive interdependence and individual accountability. Kagan feels that by using cooperative learning structures in any classroom, we can provide a broad range of interactive learning opportunities which enhance communication skills, thinking skills, and social skills. These skills are important because they enhance language development by engaging students in meaningful communicative activities and address the trend in our society towards increasing economic and social interdependence.

Kagan's structural approach to cooperative learning is a way of organizing "the social interaction of students over the subject matter." The following are three structures that you can use in your ESL classroom for communication development, concept development, and mastery of new material.

Living Bar Graph/Communication Development

- Students form a bar graph line on getting acquainted topics (characteristics, height, birthdays, etc.).
- Students make bar graphs on data for display and/or analysis.

Inside-Outside Circle/Mastery Structure

- Students stand in two circles. Inside circle faces out, outside circle in. Each student has a partner.
- 2. Teacher poses review question or distributes flashcards with questions/answers.
- 3. Pairs agree on an answer.
- 4. Students rotate and practice with new partner.

5. If answer is correct, students praise partner. If not, they praise the effort and give help.

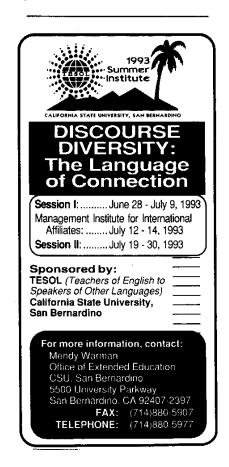
Think-Pair-Share/Concept Development

- 1. Students listen while teacher poses question.
- 2. Students think/write about response.
- 3. Students pair up and share responses.
- 4. Students share responses with whole class.

These structures represent just a fraction of the ways you can use cooperative learning in your class. There are a few things to remember, however:

- Introduce cooperative learning into your class incrementally.
- Be sure you focus students' attention on the social skill (i.e., praising) and model the target behavior, not just the content.
- Don't be readily discouraged. It takes time for students and teachers to feel comfortable with this way of learning.

Raynel Shepard teaches in the Boston Public Schools.



Employment Issues Committee Update

Karl Smith

Success! We are happy to report that on September 24, 1992 the MATSOL Board approved the Employment Standards for Higher Education and Adult/Community-based programs.

The Employment Issues Committee hopes that these newly created standards will help us and others (mainly employers) to see that we are professionals. So many of us have encountered exploitative situations (see "ESL Outrages") or belittling attitudes from administrators in our places of work.

We hope these standards will change people's minds about who we are and what we do.

We hope these standards will change people's minds about who we are and what we do. As with public school teachers, doctors, accountants, etc., there are certain criteria for becoming ESL teachers, and there are certain professional expectations on the part of the ESL professional. It is time that this be acknowledged.

It was a long, hard struggle to create these standards. This project was possible because of the hard work, effort, and care of Susan Donio, Margo Downey, Agnes Farkas, David Govoni, George Krikorian, Joe Pettigrew, Rebecca Pomerantz, and Karl Smith. These are the people who attended meetings regularly throughout the last year or more,

and we owe them our thanks. The input of others along the way is also greatly appreciated.

Our next step is the implementation of these standards. As always, we welcome comments and ideas from the general membership.

Please take the time to read the standards on the next two pages and consider what they mean. You may want to use them as a checklist when deciding on a place of employment or in evaluating your current situation.



MATSOL



LEGAL SUPPORT FUND

If you have a problem with an employer and would like to speak with a lawyer, contact a member of the Legal Support Sub-Committee of the EIC:

David Coltin (617) 720-2603 Susan Donio (617) 734-8587 Margo Downey (617) 296-8348 Agnes Farkas (617) 964-0464 Rebecca Pomerantz (617) 265-7479 Karl Smith (617) 232-8664

– MATSOL JOB BANK –

The MATSOL Job Bank serves as a clearinghouse for directors of ESL and Bilingual programs who are seeking professional staff and for MATSOL members who are looking for full-time or part-time employment.

Directors looking for staff may send or call in pertinent information to the Job Bank Coordinator.

MATSOL members who are looking for jobs can send six self-addressed stamped envelopes to the Job Bank Coordinator to receive monthly listings of current job openings.

MATSOL members who wish to be considered for Job Bank openings (including last minute and substitute openings) may send a resumé to the Coordinator indicating at what times they are available and what type of assignment interests them. Directors who need staff immediately will be given the names and phone numbers of individuals who are available.

For further information about the Job Bank, write or call the Job Bank Coordinator: Army Worth, 31 Fox Hill Road, Newton Centre, MA 02159. (617) 969-2437.

EIC Higher Education Employment Standards

Approved by the MATSOL Board — September 24, 1992

1. Contracts and Job Security

- All full-time and part-time teachers receive written contracts.
- B. Contracts for full-time and part-time teachers clearly state length of employment, hours, responsibilities, and remuneration.
- Seniority systems for full-time and part-time teachers are clearly and specifically defined in writing.
- D. All teachers are fully informed of their employment prospects for the following term.
- E. Evaluation procedures of employee performance are clearly defined. Formal notice is given of dissatisfaction with teacher performance with a probationary period and guidelines for improvement.

2. Hours and Responsibilities

- A. The workload for full-time ESL teachers does not exceed 15 contact hours per week.
- B. The workload for part-time ESL teachers does not exceed 60% of the contact hours for full-time teachers.
- C. Class size is appropriate to the goals of a particular course. Class size averages 15 students.

3. Salary and Benefits

- A. Salaries for full-time and part-time teachers are commensurate with the salaries of modern/foreign language teachers with comparable degrees and experience. If there is no modern/foreign language department, then salaries are commensurate with English department teachers with comparable degrees and experience.
- B. Benefits for full-time and part-time teachers are commensurate with the benefits of modern/foreign language teachers. If there is no modern/foreign language department, then benefits are commensurate with English department teachers.

4. Ratio of Full-time to Part-time Teachers

The number of full-time teachers is a minimum of 75% of the entire faculty.

5. Qualifications

Teachers have an advanced degree or certificate in TESL/TEFL, linguistics, applied linguistics, or equivalent professional training and experience.

EIC Standards for Adult/Community ESL Employment

Approved by the MATSOL Board — September 24, 1992

1. Contracts and Job Security

- A. Teachers are provided timely notification in writing of teaching assignments and a stated probationary time for evaluation. After successfully completing the probationary period, termination must be with at least two weeks notice and due process and grievance procedures.
- B. Yearly evaluations guarantee yearly pay raises at least equal to increases in the cost of living.

2. Hours and Responsibilities

A. Paid hours are determined by an exhaustive

assessment of job responsibilities. Factors to consider in this assessment are:

- Need for curriculum and material design and revision
- · Number of distinct courses taught
- · Meetings and other inter-staff communication
- · Training and staff development time
- Testing and evaluation
- Lesson preparation
- · Paper correction
- Availability of equipment, resource materials, and office space
- Administrative paperwork
- · Office hours

Continued on next page

Standards Continued from previous page

B. Every hour of teaching requires at least a half hour of preparation plus many of the above community responsibilities. A complete ESL program realistically includes most of these functions within the responsibilities of its ESL professionals.

3. Salary and Benefits

- A. Pay is described in such a way that pay per teaching hour (total pay divided by total teaching hours) and pay per work hour are explicit. This specification avoids the confusion caused by different pay scales for each type of responsibility and assures fair job comparisons across diverse tea ching situations.
- B. Minimum pay per teaching hour for a teacher with the qualifications below and without additional community responsibilities is \$18 plus benefits. As most positions involve additional responsibilities as defined above, total pay divided by the total number of work hours allotted altogether for all responsibilities is \$12 per hour.
- C. Health insurance, holidays, sick days and vacation days are prorated for part-time employees based on the percentage of a full-time work load.

4. PT/FT Issues and Workplace Conditions

- A. A teacher with a load of 16 to 20 teaching hours per week has full-time status. No more than 35 total work hours are required unless compensated with overtime pay or through comp-time.
- B. There are no differences between part- and full-time teachers' responsibilities, autonomy, or involvement, within the same work site. Full- and part-time teachers have equal access to decision-making, to orientation and training, to books, tape recorders, and other equipment and materials, to mailboxes, office space, clean separate classrooms and copy machines.

5. Qualifications

- Qualified teachers have two years of relevant full-time experience (or the equivalent) in an adult community classroom;
- OR a Masters degree in TESOL;
- OR ESL certification;
- OR equivalent knowledge of language acquisition, linguistics, methodology, intercultural communication and near-native proficiency in English. Native English is not necessary.

Summary of Standards for Minimum Professional Pay

PAY IS:

teaching hours x \$18 OR total hours x \$12 (teaching plus community responsibilities), whichever is greater.

THAT IS:

for every hour of teaching, at least another half hour is paid, with more compensation for additional community responsibilities.

Mini-Grants Awarded to Teachers of Adult ESL

Hands-on English, a periodical for teachers and tutors of adult ESL, awarded \$100 grants to ESL teachers in July. These awards will help the teachers to develop a classroom project.

Applications for next year's Mini-grants and complete information on how to apply are now available upon request from *Hands-on English*. The deadline for application is April 30, 1993. The awards committee

will be looking for innovative teaching ideas that address the needs often felt by adult students.

Hands-on English is published six times a year by teachers for teachers. It offers ready-to-use materials and practical ideas that work with multi-level groups. Free samples of the publication are available upon request. Hands-on English, P.O. Box 589, Dewitt, NY 13214.



I guess I had it coming. I deserved it. Mea Culpa. In the last edition of the MATSOL Newsletter, I put together several vignettes meant to illustrate exactly how oppressed many of us are in our workplace. I put these vignettes under the banner "ESL Outrages." I

accused my fellow MATSOL members of being complacent and accepting horrendous conditions foisted upon them without the merest whimper of complaint.

Well, I touched a nerve. Within a week I had numerous responses from people who had a story equally repugnant to tell or who just wanted to commiserate and get connected to the suffering. So I have returned with fresh new stories guaranteed to send chills down your spine and make you think again about waiting on tables for a living.

Once again I attest to the validity of these stories. But because of possible recrimination, people have explicitly asked that their names and the names of their institutions not be identified. Here goes:

Leading the pack in cumulative outrages is a university in Greater Boston that over the summer instituted a number of reforms that persistently have been detrimental to the ESL instructors there. One of these "reforms" resulted in all the instructors being reduced to one class per term. Those who had been teaching up to 16 hours a week will now be allowed to teach a maximum of eight hours, even if they have several years of seniority. I have talked with several employees of the institution in question. They speculate that the reason for what amounts to a massive lay-off was that the university wanted to avoid questions of seniority and tenure as well as benefits, which would have developed for some of the instructors considering the amount of time they had been working there and the number of classes they taught. But that's not all. Over the summer teachers received a memo about a new dress code. Female instructors are now required to wear dresses, and male instructors are expected to wear shirts and ties. This is a bit much to ask for a part-time position at an outfit that announces in the employment contract that it has the right to terminate the contract "unilaterally and without notice." Tales abound from this single university, but I don't have time to go into them because there are more Outrages elsewhere . . .

At a small college in Boston, a part-time ESL instructor thought she had a good chance to take over the only full-time position when it became available. However, the teacher was told that the full-time position would not be filled. This is not unexpected. In these hard times for many small colleges, the easiest way to cut back is to leave full-time positions vacant, or to merge positions, i.e., combine what was two jobs into

ESL Outrages

Karl Smith

one. Or one can fall back on the tried-and-true technique of hiring two or more part-timers to do what one full-timer used to do. Why get a full-timer when you can get two part-timers to perform the same duties for less money? All this is no surprise, even though the instructor at this college has been there for two years, has been making presentations, and has been published. But when she asked a senior administrator about taking the full-time position, she wasn't given a lecture about college priorities and tough fiscal measures. No, she was told to forget about full-time because "full-time is a state of mind..."

Last but not least on our hit parade of abuse is the experience of an instructor who worked for a private company that runs the ESL program at a college in the Boston area. This instructor was hired to teach classes and to do a certain amount of administrative work (the program clearly distinguishes between administrative work and management work).

Once you realize you are not alone . . . well, that's when real change can begin.

This instructor was told that the administrative work would come to 30 to 40 hours per 10-week term. In the first term she did 55 hours. During the summer term she worked 110 hours. No overtime or compensation time was given. When our colleague confronted her supervisor, he became disingenuous; he told her the number of hours could be subject to change. Evidently, the amount she was to be paid was not subject to such vagaries. She continued to be paid for 35 hours of administrative time per term. Despite the fact that the administrator had given her a specific number of hours she could expect to work when she took the job, he couldn't do that later. In fact, he refused to put in writing the number of hours she was expected to do. The end result of all this is that with the total number of administrative hours per term she actually works, the instructor's salary goes down to \$4.00 an hour. Let me repeat that: this instructor, with a Master's degree, has been working for \$4.00 an hour. She feels she can't leave the job because she needs the money. She is currently trying alternative avenues to try to get fair treatment. The entire situation is frustrating and thoroughly egoeroding. Our colleague said with a note of despair in her voice: "It's time for MATSOL to do something . . ."

Continued on next page

Empowering Students to Manage Their Money

Eileen Feldman

A trip to Ellis Island reveals that earlier generations of English as a Second Language teachers thought of their mission as training immigrants for citizenship (voters). Those same basic goals can be incorporated into today's classrooms by enlisting the cooperation of professionals interested in bringing new Americans into the mainstream. Community professionals, such as the police, lawyers, or health care providers, who are willing to come into ESL classes, make the study of English purposeful and enjoyable for high school, college, and adult students.

I have brought a number of guest speakers into my college classes, and perhaps the most popular topic has been money—banking, credit, and investing. So a frequent visitor to my classes has been Kevin Winn, Vice President of Outreach and Education for Shawmut Bank.

Preparation

Preparation for Kevin's visit may begin by studying the finance chapter found in our ESL text. In addition to the text, newspaper articles about robberies, scams, and millionaires can be examined to provoke thought on the subject. Personal stories of students' financial mishaps usually surface during these preliminary classes.

ESL Outrages

Continued from previous page

Lest we forget, I don't tell these stories for simple entertainment. Often we are so isolated and so busy running from one part-time teaching position to another that we don't realize that outrageous situations exist for many of our colleagues. Through this column I hope you realize that you are not alone. And once you realize you are not alone . . . well, that's when real change can begin.

Administrators will do what they can when they can in order to meet budget constraints. Unfortunately, change will not happen by itself nor will it come spontaneously from the administrators. We cannot wish our bosses to suddenly transform into compassionate altruistic individuals. We can vent steam, but real change will take effort on our parts.

If you would like to contribute or comment on anything in ESL Outrages, feel free to contact a member of the EIC Committee or me, Karl Smith, at (617) 734-8587. I would like to acknowledge George Krikorian for coming up with the idea of ESL Outrages and to thank other members of the EIC for ideas and support.

Karl Smith teaches at Northeastern University.



The visit

On the appointed day, Kevin arrives — in banker's clothes. "An important part of the experience is my dressing as a banker and still being a caring, approachable human being. This is Step # 1 to demystifying banks," Kevin points out.

Following introductions, Kevin's first interaction is speaking with each student about his or her method of saving or writing checks or establishing credit. For Kevin, "building a relationship with each person at some time during the class is an important goal for accomplishing other teaching objectives of the day. These issues should be discussed based on students' own experiences and related to their personal needs. To be successful in reaching students there has to be conversation and student-generated questions. The class will guide me to the points important to them."

During the elementary and intermediate classes, Kevin is constantly writing vocabulary, flow charts, and math problems on the board. In advanced classes where ideas are flowing, vocabulary and idioms used in the conversation can be written on the board by the teacher. At this level, students may also be instructed to take notes and prepare for later discussions or analyses.

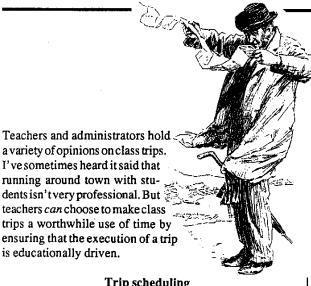
At the end of class Kevin distributes related handouts such as budget planners, inventories of outstanding credit vs. income, pointers on how to qualify for credit, etc. Students can fill out these sheets at home and bring them back for further discussion in class. Then he answers as many questions as time will allow, posts his name and phone number, and invites students to call for further help.

Follow-up

Follow-up in class can include examination of free pamphlets available from commercial banks, the Federal Reserve Bank, the IRS, the Attorney General's office, credit agencies, financial planners, stock brokerages, and investment firms. A cross-cultural examination of credit can include Ivan Light's Rotating Credit Associations. In addition, there may be video series on personal finance available in your school or public library. Current newspapers and magazine articles can be read and discussed with a new level of understanding.

Today's complexity of government and private services requires the guidance of experts. Bringing these experts into the ESL class can provide empowerment for the students and the teacher as well.

This article is based on a presentation given at the MATSOL'92 Spring Conference. Eileen Feldman teaches at Bunker Hill Community College and Suffolk University.



Trip scheduling

running around town with stu-

is educationally driven.

All good trips provide useful facts or experience, but most trips also play a role in the classroom dynamic. How often have you had an end-of-semester pot luck and wished you had done it at the beginning instead? Why would you want to take a trip:

- · early in the semester? An early trip can help the class to bond. Many ESL classes bring together people who have just arrived in the States, and the students may have little in common. A shared experience can help shape the class into a cohesive unit.
- after a break? A trip with related pre- and post-trip activities will help students get back on task. Connecting a component of the trip to the next segment of classroom instruction eases the transition back to the classroom.

A class trip could just be a day off, but an ideal trip will extend the classroom into the venue and the venue into the classroom.

- · around mid-semester? A break in routine can wake up flagging students and help to overcome antagonisms that may be developing.
- · late in the semester? A late trip can give focus to the last week(s), bringing together several skill areas for a project outside of class that gives students a sense of achievement. Students who end a course with this experience not only leave a program with fond memories but are more likely to take charge of their own learning once the course is over.

Structured activities

Once the timing of the class trip has been determined, students can help to plan the trip, order materials, even

Class Trips: Are They Serving Their Purpose?

Sterling Giles

preview the location and define assignments. Students can individually find supporting material, then work as a group to refine it and create a written or oral introduction to the site. Teachers may want to give them specific tasks to perform at the site, individually, in groups, or in pairs (leaving some free time to roam as well!). At a complex site, one group can be sent to gather information in a given area while another group gathers information elsewhere. The groups may generate questions about one another's areas which can later be addressed in a writing assignment or in class. Teachers can encourage students to ask questions, define words, or find specific objects at the site.

Class trip file

As a supplement to individual teacher's information gathered for class trips, teachers in a program may want to establish a class trip file for sharing ideas and materials. Teachers will also periodically need to evaluate the trips they've taken and keep the file up to date. A trip file should have a folder for each location, each folder containing:

- evaluations by faculty who have already gone, including:
 - tips for other teachers (logistics and pedagogy)
 - evaluation of appropriateness for various levels
- brochures, notices, materials provided at the site
- related articles and support information
- worksheets, anything developed by faculty for the location
- · logistical information: cost, contact, phone, travel, suggested itinerary
- · cross-reference to related files

With a file like this in place, teachers can plan trips which integrate as fully as possible with curricular goals. Because guided tours are not always appropriate for ESL students, good planning allows the class to visit a site independent of a tour or, should the tour prove problematic, give it better direction through a focus on specific, prepared questions and prior knowledge about the site.

Administrative support

While it is the teacher's responsibility to integrate a class trip into the curriculum, administrators also play an important role in promoting, supporting, and improving class trips. Here are a few suggestions for ensuring their smooth functioning:

- Articulate policy on which sorts of travel are institutionally sanctioned.
- · Inform faculty of liability implications. Develop a re-Continued on next page

Class Trips Continued from previous page

lease and indemnification form which is easy to complete. (How many ESL students can honestly say, "I have read and understood" a lot of legal jargon?) Provide an oral explanation, with examples, of what liability means, and develop a form which says, "I have understood the content of this form." Have your form approved by the legal or liability authority at your institution.

- Prevent confusion by communicating a program-wide policy on trips which would extend into another teacher's class time. When there's a conflict, what takes precedence? Who decides?
- · Provide financial support:
 - Use tuition or fee-generated money to pay for a trip.
 Students might pay a share out of pocket.
 - Pay faculty expenses so that taking a trip won't cost

- the teacher more than a normal day in the classroom. Set guidelines for the types of expenses to be reimbursed.
- Help classes join together to share a bus, which considerably lowers the per person cost. Arrange for bus rentals.
- Establish a class trip file (see above), so faculty can share ideas and plan good trips.

A class trip could just be a day off, but an ideal trip will extend the classroom into the venue and the venue into the classroom.

This article is based on a presentation given at the MATSOL '92 Spring Conference. Sterling Giles teaches at Roxbury Community College and Harvard University Extension.

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The Computer and Low-literacy LEP Students

Bethel Charkoudian

If, because you find computers intimidating, you've decided to stop reading here, please turn to Part II on the next page.

Part I

There I was, teaching beginning English to newly arrived Haitians in high school classes which daily accepted new students. Ranging in age from 15 to 26, the students had come from rural and urban societies, and had anywhere from no schooling to 10 years of private school. They came from a culture which had taught them to learn, accept, and obey without question.

Analyzing the situation

I was looking for a way of freeing my students from the intimidation that occurs when students from developing countries face authority figures and large, impersonal institutions in large impersonal cities. Newly arrived, few of my students knew very much English: they thought differently, dressed differently, acted differently, spoke differently and responded differently to the world around them than did the students of the new culture

in which they had been suddenly thrust. They needed an English-speaking friend.

Finding a solution

The Macintosh, user friendly as it is, seemed to be the solution to our problem and, as luck would have it, I was in a school with several rooms full of Macintosh computers and many rooms full of teachers who were not using the computers because they felt uncomfortable, didn't know the Mac, didn't know how to incorporate the Mac into their classes, didn't feel the need, or simply felt too overworked to take on one more thing.

The Mac was to provide my students with a quick entrance into the mainstream, a way of saving face with their earlier arrived countrymen, an opportunity to grapple, hands on, with the language of their new world, in private, and unhampered by the difficulty of forming newly-learned letters with

a pencil. It was to provide me with a happy way of teaching students of varying abilities in one classroom without insulting the more experienced students or boring the more limited ones.

Working out the logistics

Having used the Mac to teach writing at the college level, I

thought I had some idea of what I was up against, but looking for the easy solution (don't we all?), I met with the computer specialist at our school in the hope that there was a software package that would work for my classes. I met with kindly opposition. Why would I be using the computer with students who knew no English? Why wasn't I doing my job teaching English in the classroom? No, there was no software in the school; I would have to search out catalogues of software on my own if I wished to know what was available.

Where would I find those? The Title VII coordinator assigned to our school generously sent me catalogues, but the software that was available was limited, confining in character, and meant for students with some knowledge of English. Further, even if there was appropriate software and funds were immediately available (which they weren't), the delivery date would have been in the hazy future. So I decided to bite the bullet and jump in where angels feared to tread.

Introducing students to computers Though many "experts" questioned my

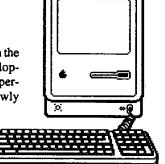
decision, I decided it was time to introduce my students to their new friend, a friend that would comfortably carry them into the 21st century. So when I told them that we would be using the computer one day a week, they were excited. And I was excited. But logistically, how was I going to realize my great plan? What was I going to teach students with such disparate backgrounds? Working to my advantage was their shared belief in cooperation (the opposite of our emphasis on competition). If learning meant beating out the other guy, they would not learn. If learning meant helping each other to learn, they could do it. The computer room was the perfect

place to take advantage of this cultural predisposition and to apply whole language and cooperative learning strategies as well as to reinforce the lessons taught in the classroom.

I turned on the computers, called up the word processor, and let my students use the keyboard to type what they al-

ready knew (their name, numbers, the alphabet), teaching them computer only in small increments, and only what they needed to know in order to achieve a specific goal. I worked with them as a class, individually, in small groups, and they worked with each other.

Continued on next page



The Mac was to provide my

students with a quick entrance

into the mainstream . . . with the

language of their new world.

The Computer Continued from previous page

Leaving the computer room after that first lesson, I saw the most timid of my students, a boy who rarely met with success in the traditional classroom, walking to his next class; he was in the stairwell, laughing and waving his diskette in the air as if it were a badge of belonging. He was on his way, as far as he was concerned. He had been allowed to be a part of what's happening now in the U.S.A., to be on the cutting edge. He was on the road to success.

Part II

Empowering low-literacy students through the use of the computer can only occur if we, as teachers, empower ourselves first. If you've never used a computer or never taken a workshop, take heart. Your school may have computers, or your family or friends may have invested in a computer. Plunk yourself down in front of the machine with a simple task. . . let's say an assignment for your students or a quiz. (Don't worry that you haven't read the manual. If you have, you probably will have forgotten most of what you've read; if you wait until you have time, you'll never do it.) As you approach the computer with fear and awe, feeling a bit out of control, you will have some idea of how your students feel when they must use the medium of English in order to survive.

Give yourself lots of time and room for errors and corrections. Reading a manual beforehand may work for some of you, but the best manual is your desire to learn and a student or family member next to you who can patiently guide you through your discovery process. Trying and failing and picking yourself up and trying again is part of that process. If, as with students of another language, acquisition is the goal,

It's time to practice what you preach.

then you must simply start and not worry about being perfect. It's time to practice what you preach.

Don't be concerned about putting your students on the computer before you are perfectly proficient. You and your students can experience discovery together. The use of a computer by a willing teacher will lower the affective filter, increase self esteem, enhance learning, and provide immediate entrance to the majority culture for newly arrived LEP low-literacy students in an ESL or bilingual program.

Now that you've read this piece, maybe you'll feel more comfortable about turning back to the previous page and reading the article on using computers with low-literacy LEP students.

Bethel Charkoudian teaches at New England Conservatory, Bunker Hill Community College and in the Boston Public Schools.

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"Beat Not the Poor Computer: Interactive Composition"



Veronica McCormack

"Beat Not the Poor Computer: Interactive Composition," a demonstration of classroom-tested writing activities at TESOL'92, showed how to encourage students to collaborate as they develop compositions. These two ideas were presented as an illustration.

1. Pairs of students can co-write as they negotiate (in English). The instructor starts them with a title and topic sentence. The demo was about the secret life of Mrs. X (I tried "The Secret life of an ESL Professor") who every Friday afternoon goes to the airport and takes a plane to... The students are to finish the story. My students, who were totally engaged in the writing, produced some very humorous paragraphs.

2. The whole class can write one paragraph by writing one or more sentences and then move to an adjacent computer to read and write. (I let mine write as much as they

wanted until I announced "finish your sentence and move to the next computer.") With a given title and topic sentence, they provide the supporting details. After moving four or five times, they are told to stay where they are, read carefully, and make any necessary corrections. The instructor can walk around and answer questions or offer advice. Advanced students who finish ahead of the others are asked to help individuals who need assistance. The real value in this activity, from my experience, is that the need to proofread becomes obvious to the students.

In both these tasks the students get very involved in and excited about the process of writing.

Veronica McCormack teaches at Roxbury Community College and Harvard University Summer School.

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Producing Student-Centered Materials: The Continuous Story

Judee Reel

This exercise is great for several reasons: it is useful in outof-the-way places where materials are not readily available; it is a technique commonly advocated in adult education; it has been used successfully with reluctant learners and with inner city kids who tended to be unsuccessful in school; it can be used as an evaluative tool for the teacher.

Materials needed: tape recorder (or good shorthand); computer or typewriter (or good handwriting); paper, writing and drawing utensils.

- 1. Tape record your class telling a continuous story. One person starts the story, the next person continues it, and so on until everyone has contributed to the story.
- 2. Bring a transcription of the story to class. (Do not correct errors; leave blank spaces where you were unable to understand or to hear what was said. We want a very accurate, but also a very rough, manuscript.) Break the class into groups of three, and instruct the groups to correct grammatical errors alone, and then meet in a group to discuss their corrections.)
- 3. Next, instruct the editing groups to fill in the blanks, either as they remember it or to improve the story. They can also edit/embellish the story in other ways: continue it, increase the dialogue, etc. Tell them to use their imaginations. Each group is to come up with one complete story.

(You could do this orally with beginners. That is, read the transcription of the story, pausing when you come to blanks, and have the students tell you what to put in the blanks.)

- 4. Bring to class typed copies of the new, improved stories and use one as a dictation exercise. Pass out copies of the story and let the students compare their dictation with what you read. Have each student read a sentence from the story. (This is a good time to work on pronunciation.)
- 5. Cut into strips one of the stories not yet used in class. Have the students put them in a logical order.
- 6. Have the students in one of the editorial groups tell or read their story to the class. (Choose a story that hasn't been used in class yet.) Have students draw pictures of different parts of the story. (Collect the pictures for later use.)
- 7. Pass out the pictures of the story. Use them like the strips, only instruct the students to arrange them in an order that will tell a different story or arrange them in a different order and make up a new story about the pictures.

For other activities, you are limited only by your imagination.

Judee Reel is in graduate school at Indiana University and taught in Harvard Summer School.

Short Writings

Stephen Sadow



Last night between eight and eleven, there was a robbery in the library. You have been accused of the crime. Compose an alibi. Explain where you were during the time in question, with whom, and how you intend to prove it all.

Describe a mystery that actually took place in your own life. Explain how it was solved. It needn't have been very important, but simply something that surprised or confounded you.

Write the postcard that Christopher Columbus could have written from Cuba in 1492 to Luis Santángel, a friend who stayed back home in Spain. Design the illustration that would have appeared on the other side of the card.

The editors of Geographicus magazine are always looking

for articles about little known places. They ask that you, as a highly experienced traveler, write an article in which you describe a remote and fascinating place. It doesn't matter if you make up some details. No one will know the difference!

Mimi Ross, the producer of the local Drama Guild, says her company needs new plays. She asks that you, an up-and-coming young playwright, write a one-act play filled with romance, philosophy or political comment. You can write the play you want to write with only one limitation. The play must have a happy ending! Mimi Ross is convinced that there are already too many tragedies in this world.

Stephen Sadow teaches in the Department of Modern Languages at Northeastern University.

Teacher to Teacher: First Anniversary

Mary Wright-Singer and Thulani Langa

Tiny change is better than no change; no change is better than retrogression. (Weiss, 1972)

One of the most frustrating deceptions in the South African context is the politics of change. We read and hear a lot, but the reality is that the more things change, the more the status quo remains unchanged. There has been enough talk, conferencing, and writing on the atrocities of "Bantu" education. Now is the time to do something positive and much more effective than talk.

South African context

From 1976 to the present, schooling in black South Africa has been disrupted by boycotts, stay-aways, the army and street gangs; thus, there is a lost generation. Can we continue to endure this waste of talent, while anticipating a prosperous and law-abiding citizenry?

While working on the current events and concerns, there is a critical need to help prepare the young generation for full participation in the future of their country. Early school grade teachers need to develop competence and a thorough understanding of the importance of their contribution to a future non-racial and democratic South Africa. Therefore, a neutral language of communication, in this case, English, is of crucial importance.

Goals of Teacher to Teacher

Beginning in the 1980s, we started discussing how we could help the ESL teachers and students of South Africa gain such a confidence and competence. The grassroots effort, later called Teacher to Teacher, was conceived. Its goal would be to reach out to children at an early age by helping teachers gain confidence in themselves, gain access to more reading materials and various approaches to learning as well as teaching, and experience personal and professional growth through interactions with other professionals. In this way the teachers could find different strategies to involve students in learning rather than using what Paulo Freire calls "the banking method" of teaching. They could become more aware that teaching is a process of preparing young people for life, not a confinement setting where students should memorize facts to pass examinations.

Establishment of Teacher to Teacher

We next had to figure out how to get help directly to the teachers in all parts of South Africa, especially in outlying rural areas. We also wanted to remain apolitical and non-bureaucratic, avoiding government restrictions and red tape



as much as possible. Thus, the teacher to teacher direct contact method sprang to life. One-on-one contact would personalize the endeavor and enable teachers from both the United States and South Africa to develop a close professional working relationship.

During the summer of 1991, a sign-up sheet for interested ESL teachers was posted in Harvard University's ESL Department. The response was overwhelming. Teachers from both countries were then asked to fill out profile bio-data forms that enabled us to pair up teachers with similar interests or backgrounds. The pairs then began their own correspondence.

For More Information

For information on Teacher to Teacher, write to: Mary Wright-Singer, 70 Maple Street, Bellingham, MA 02019 or call (508) 966-2569. ESL books and teaching materials (pencils, etc.) may be sent to: Attention Teacher to Teacher, ESL Section, Director Mervyn Ogle, English Language Education Trust, 74 Aliwal Street, Durban, South Africa 4001 (registered boxes only).

Teacher to Teacher today

We have been able to establish a lending library of ESL books at the Mpumalanga Teacher Training College in Hammersdale, South Africa, and with the English Language Education Trust in Durban, South Africa. We are now busily seeking funding for postage of books and for a trip that Thulani must make to firmly establish connections with the ESL teachers in South Africa. Working with the new TESOL director in South Africa, we are planning teacher-training programs in South Africa and in the U.S. The Minister of Education in Durban has given us his heartfelt support in these endeavors.

Never before has the English language been such a pivotal point on which the cry for freedom and democracy depends. If the elementary and high school students of post-apartheid South Africa are ever to take an active and meaningful role in shaping their future government, then English must truly be their second language. The world is waiting to communicate with these future business people and government leaders—in English.

Mary Wright-Singer teaches at Harvard University Extension and is the U.S. director of Teacher to Teacher. Thulani Langa is the South African director of Teacher to Teacher.

Continued on next page



"Read My Lips?"

Not anymore. Use an automated system to transcribe closed-captioned videotapes.

Karen Price

The day following the first presidential debate, I ran into an ESL instructor who had spent time manually transcribing portions of it for classroom use the next day. Did you know special hardware¹ exists which will automatically transcribe the closed captions on videotape? Since many important live broadcasts, news programs, films, and regular broadcasts are closed-captioned, this is a tool worth knowing about. For almost two years, ESL classes at Harvard have used such a system in order to work with online transcripts of videos or to obtain printouts of the closed captions of a particular video. In other words, we can pull a computer into class which already has on it, for example, the transcripts of the previous evening's televised presidential debates.

The transcript can be printed out or imported into the instructor's word-processing program. Reviewing the hard-copy transcript may be useful to an instructor in identifying which portions of a video to show in the classroom. Or an instructor may want to import the text into a word-processor as a start in generating customized handouts or exercises. Students may also benefit from studying portions of the transcript before and/or after viewing the video.

Following the presidential debate, I quickly edited the transcript of the debate in my word-processor to create four different electronic files: a separate one for each of the three candidates so that students could compare and contrast the styles of the candidates, and a fourth one of the debate left intact with all speakers included. Then I put the four files into a concordancing program² to give students a software tool which could help them search the text more easily. Concordancing software helps students and instructors analyze language in ways they wouldn't or couldn't other-

wise. I was surprised to learn that only 1,000 words were used by each candidate during the evening, and that each candidate's type/token ratio (total words spoken divided by number of different words used) was almost identical.

Did you know special hardware exists which will automatically transcribe the closed captions on videotape?

Searching for a particular word or lexical string provides insight into idiolects as well as grammatical (or ungrammatical) usage. For example, did Mr. Perot mention words relating to money more often than the others? Did Mr. Bush mention the word "family" more often than the other two candidates? Which idioms relating to sports can we find peppered throughout the candidates' dialogue? What is the context in which the word "Japanese" is mentioned repeatedly? Which candidate never mentioned the word "job(s)"?

One Harvard ESL instructor whose class had been studying sentence fragments used a printout of portions of the debate, asking her students to find and correct run-on sentences from a candidate who is known for the difficulty he has in constructing grammatical utterances. Another instructor working with a class at a lower proficiency level had students work in small groups around the computer. Each group was responsible for identifying words and themes they thought Continued on next page

Teacher to Teacher

Continued from previous page

Thanks MATSOL!

Mary Wright-Singer and Thulani Langa, Co-directors of Teacher to Teacher, would like to extend warm and very appreciative thanks to Robby Steinberg and the MATSOL Board for contributing \$120.00 towards the postage of ESL books to South African ESL teachers! Several boxes of eagerly awaited ESL textbooks have been sent to the English Language Education Trust in Durban, South Africa.



Atlanta

April 13 - 17, 1993

Closed-Captioned Video

Continued from previous page

would occur frequently in their candidate's talk. After using the concordancing software to test their hypotheses, the groups reunite into the larger class group to share speculations and the information they had ascertained from searching the closed-caption transcript.

- 1 One system is the FA710/SCRIBER SYSTEM, both Mac and IBM-compatible. It is available from Pacific Lotus Technology, Inc. (800) 243-2710 for \$2,495.00.
- 2 One inexpensive concordancing program for the IBM is the *Mini-Concordancer* (Longman) available for \$109 from Athelstan, P.O. Box 8025, La Jolla, CA 92038-8025 (619) 689-1757.

Karen Price is Associate Director of the English as a Second Language programs at Harvard University.

KWIC (keyword in context) displays for "family" in Clinton and Bush transcripts

CLINTON1.TXT 4401 words / 1109 types

22:40

"family" 13 lines

All MY PLAN WILL SAVE THE AVERAGE FAMILY \$1200 A YEAR MORE THAN THE BUSH PLAN CONOMY. AND I THINK THEY DESERVE A FAMILY AND MEDICAL LEAVE ACT, 72 CTHER MATIC EASE I HAVE PROPOSED TRIGGERS IN AT FAMILY INCOMES OF \$200, 000 AND ABOVE. THOS D. IT TRIGGERS IN AT GROSS INCOMES, FAMILY INCOMES OF \$200, 000 AND ABOVE. THOS D. IT TRIGGERS IN AT GROSS INCOMES, FAMILY INCOMES AT LEAST ONE PARENT, MHETHER VE OR FOSTER, AND CHILDREN. A GOOD FAMILY IS A PLACE WHERE LOVE AND DISCIPLINE ORN TO A WIDOWED MOTHER WHO GAVE ME FAMILY VALUES AND GRANDPARENTS. Y. HAVE SEEN IT TWICE. WITH ALL THE TALK ABOUT FAMILY VALUES, I KNOW ABOUT THEM, AND I WOUI THERE HAS BEEN A LOT OF TALK ABOUT FAMILY VALUES IN THIS CAMPAIGN. I KNOW A LOUT THEM. THE BEST EXPRESSION OF MY FAMILY VALUES IS THAT TONIGHT IS MY 17TH WELL AND GRANDPARENTS. I HAVE SEEN THE FAMILY VALUES OF MY PEOPLE IN MRANDSAS AND I.

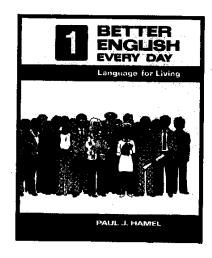
I THINK THE PRESIDENT OWES IT TO PAMILY VALUES TO SHOW THAT HE VALUES AMERICA.

CLINTON

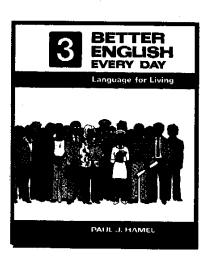
BUSH1.TXT 4953 words / 1083 types			20 21
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BUSH

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Participles and Adjectives

Robert Saitz

The identity crisis between past participles and adjectives goes on. In Old English, past participles, at a time when their function as components of the compound tenses (present and past perfect) was nascent, were adjectival. They were inflected, just as adjectives, for case, number and gender. Thus, in waeron haten-e'they were called,' the past participle haten agrees with the plural subject and adds a plural subject ending. In hie (they) hine (him) ofslaegenne (killed) haefdon (had), the participle ofslaegen agrees with the singular object and adds a singular object ending. This kind of agreement suggests the adjectival nature of the participle and that a translation of Hie hine ofslaegenne haefdon might better be 'They had him dead' than 'They killed him.' (See Quirk and Wrenn, An Old English Grammar, for other examples.) Today we are still using the Old English construction as in 'They had him pinned down.'

Since Old English times, English developed the perfect tenses fully, but the past participle has retained its adjectival valence and many past participles, while keeping up their verbal form, end up as some of our most popular

From the George Burns Linguistic Treasure Trove

George: Gracie, where did these flowers come from?

Gracie: Well, George, you told me when I went to visit Marie to take her flowers... and I did.

Fifty years later we find Don McMillan on Arnold Schwarzenegger: "I asked him once, 'Arnold, when you marry Maria Shriver, will she take your last name?' And Arnold said, 'No, then I would just be Arnold.'"

adjectives: surprised, interested, tired. Sometimes we need context to tell us whether we're dealing with a participle or an adjective. When we went into the kitchen, the pizza was eaten. Did we eat it after arrival or did we find remains?

Some of these participle forms pique, if not perturb, our language learners. Gone, for example, functions normally as a past participle as in I have gone to town often this year. It also

A bit of a puzzlement to the learner might be the contemporary I'm gone, with its unsettling suggestion of corporal transubstantiation.

functions adjectivally as in *The brownies are gone!* (= in a state of no longer being there). A bit of a puzzlement to the learner might be the contemporary *I'm gone* (= I'm out of here = I'm in a state of departure), with its unsettling suggestion of corporal transubstantiation. The forms *done* and *finished* present a different difficulty. Although semantically and syntactically similar as adjectives (*I'm finished*, *I'm done*), in the related perfects we find that *finish* can delete its object (*I have finished*, with the same meaning as *I'm finished*), but *do* cannot (* *I have done*) except when *do* is used as a substitute verb in British English.

We evidently enjoy the creation of adjectives in English to describe our states and conditions, and where better to look for sources than in the verbs responsible for getting us into those states and conditions. If someone tells us to chill out, it's but a nanosecond before we're all chilled out.

Robert Saitz teaches at Boston University.

For More Information About MATSOL...

Please call: Robby Steinberg
MATSOL President

(617) 232-9022

MATSOL EXECUTIVE BOARD

CALL FOR NOMINATIONS

The positions of Vice-President, Secretary, Adult Education Representative, and Elementary/Secondary Representative on the MATSOL Executive Board will become vacant in the Spring of 1993. The positions are briefly described below. If you wish to have someone considered for the nomination, or if you wish to nominate yourself. please forward the name and biographical data by February 1 to:

> Kathryn Riley 15 Harris Avenue Jamaica Plain, MA 02130 617-524-4224

Members of the Nominating Committee

Elsa Auerbach, UMass/Boston Betsy Bedell, Jewish Vocational Services Raynel Shepard, Boston Public Schools

Each of the members of the Executive Board is expected to attend monthly meetings and to help with ongoing projects of the Board. In addition, some of the specific duties are as follows:

The Vice-President is responsible for the Spring Conference, assumes the presidency upon completion of this term, and remains on the Board during the year following the presidency. This is a three-year commit-

The Secretary is given a computer and printer from MATSOL in order to keep the membership list current, print mailing lists whenever needed, and type up minutes from each meeting and mail them to the Board before the next meeting. This is a two-year commitment.

The Representatives serve as co-chairs of the Fall Conference, help recruit workshop leaders for the Spring Conference, and represent their respective constituencies. These are two-year terms,

MATSOL



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	ert Maguire, MATSOL Treasurer, 82 Temple Aven	

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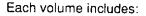
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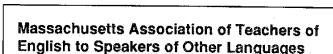


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