

# MATSOL *Currents*

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Massachusetts Association of Teachers of Speakers of Other Languages

## Alien Nation: Reporting and Writing Immigrants' Stories

By Claudio Sanchez, NPR Correspondent  
scripted for his speech at the MATSOL lecture - May 22nd, 2007

**B**efore I became NPR's education correspondent, almost all my work as a journalist was along the U.S.-Mexico border..my home..

A region that I view as a third country of sorts..not the U.S., not Mexico.. a place where everything collides - economies, language, social mores, cultures, traditions and history itself.

The writer Norma Cantu describes the U.S.-Mexico border this way - 'the border is like a wound that never heals and yet is forever healing.'

Over the last 17 years my work at NPR has pulled me into the lives of troubled, alienated children and families.. covering schools and communities across this country that are struggling to serve poor immigrant families.. people

who are familiar to me.. because 'there but for the grace of God go I'..

I was born in a border town, Nogales Sonora Mexico, right across Nogales Arizona..

Colonia Ingenieros - the poor working class neighborhood where I grew up was a narrow dirt street between two steep hills with dozens of homes perched on either side.. the nicest homes, for some reason, were painted bright turquoise and yellow or pink.. Our home was the color of cement.. it had two rooms and a tiny garden where my maternal grandmother grew medicinal herbs that she dried and stored in coca cola bottles.. we had a single bed where up to four people could sleep criss-crossed.. I'd fall asleep by candlelight, playing shadow puppets on the ceiling against the flickering flame

It was a precarious existence.. Like half of the families in our neighborhood, we were alambristas.. A 30 foot wire allowed us to "borrow" electricity from a street lampost..

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## A Network for Dual Language Programs

By Sara Hamerla

**I**n an era emphasizing standardized assessments and sheltered English immersion, a group of educators gathered to celebrate bilingualism and biliteracy. The first "Dual Language Pre-conference" was held on March 7, in conjunction with the annual MABE/MATSOL conference. Participants included teachers, paraprofessionals, administrators and parents from the districts of Boston, Providence, R.I., Brockton, Cambridge, Chelsea, Fitchburg, Framingham, Malden, Somerville. Representatives from the higher education realm also participated. In attendance was the Massachusetts Teacher of the Year, Jessie Auger. Two MATSOL/MABE ELL Teachers of the Year, Maria Sanchez and Marisol Sinclair, participated.

The day was planned to promote discussion and sharing of best practices. Educators gathered in grade level groups to describe

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Providing professional development and support to educators who work with English language learners

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College**Alien Nation...**

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When the government cut us off we'd build large bonfires in the middle of the street..which in turn brought out the story tellers and barrio historians.. their ghost stories and tall tales gave Colonia Ingenieros a special place in Nogales folklore..

My favorite was the story of "El Buya", the neighborhood's old, amiable baker whose best bread was sprinkled with the finely crushed bones of disobedient, insolent children..

I loved my neighborhood.. My mother did not.. all she saw was bums, delinquents and people imprisoned by their fatalism..My mother, a voracious reader with two years of college thanks to the philanthropy of an old priest, kept to herself.. When she wasn't working as a doctor's secretary in the morning and as an accountant late into the evening, she was reading.. history and mystery novels - Agatha Christie, Sherlock Homes and her favorite, the Scottish novelist AJ Cronin..

I grew up with Grimms Fairy Tales and bible stories but I loved my comic books the most - super heroes and fearless Mexican cowboys on beautiful horses draped in silver

I was not a good student.. In Nogales the public education system tried to cram 10 years of schooling into five or six because everybody assumed that poor kids would drop out by middle school..To this day the average Mexican leaves school by age 14.. so my education in government schools was a blurr.. life outside school on the other hand was magical

Every afternoon I'd wander off into the hills and gullies behind Colonia Ingenieros.. A part of Nogales now known as "cocaine alley"..Year round, men and women from all over Mexico traveled through these desert hills on their way north to the united states.. Some would stop to ask us for food and water..

Once in awhile they would share their stories.. how far they had traveled and where they were going - Phoenix..Los Angeles.. Kansas City.. Chicago.. places I knew nothing about although I always imagined them as beautiful, flourescent cities that had to have been truly magnificent for so many Mexicans to want to risk their lives to reach

I made it a habit to always carry a few flour tortillas in my pocket so that I could trade them for a story..and though I sometimes fantasized about being an "indocumentado", I

couldn't imagine ever leaving home.. the lush, rolling hills along this part of the border were the perfect playground.. pastoral, thrilling, pristine dangerous.. My friends and I would disappear for hours in these hills until a search party - usually a very very angry relative with a leather belt in hand - went looking for us.. he'd find us hiding in tiny caves.. chasing crows, cooking dead rabbits or walking along the sandy, dry river beds with strings of dead lizards dangling from our necks, smelling of burnt mesquite..

A few years after my parents' separation, my mother grew tired of Nogales.. She especially hated walking past the gauntlet of women in the neighborhood, peering from behind their long dark shawls always murmuring - "y que de los hijos? pobrecitos sin padre" - and what of her children..poor souls.. without a father..

My mother was convinced that as a single parent, life would be easier in the United States.. even though it sure did feel like we were poorer in this country than we were back in Mexico.. Every day my mother would lecture us on the uselessness of feeling sorry for yourself and the shame of begging - "you must hold on to your dignity as if your life depends on it" she would say sternly.. "poverty is no excuse.. your appearance, the way you carry yourself, the precision of your speech.. these things will pave the way to a better life".. No one spoke the truth like my mother..

As a teenager in this country, the key lesson early on for me was that the process of assimilation eventually brings all immigrants to a crossroads.. an identity crisis of sorts.. Nogales High School was 95% Mexican American and mostly poor.. speaking English with an accent was a curse.. losing your accent meant that you were ready to move up among the kids who wore their assimilation proudly.. I remember wanting desperately to shed my "alienhood" but quickly realizing that in this country, i would forever be labeled - resident alien, Mexican American, chicano, pocho, latino, Hispanic or "her panic, your panic our panic" as my mother would often say.

After all, the Mexican immigrants' dispersion - our diaspora - has always been viewed as a threat.. We refuse to learn English.. we wave the Mexican flag and we threaten the cultural integrity of this nation because deep in our hearts, it is said, we don't want to belong..we can't be loyal to the United States of America.. we are a convenient, albeit voiceless menace..

In his memorable book - "Hunger of Memory" Richard Rodriguez writes poignantly about this.. In describing his assimilation though Rodriguez argues that latino immigrants must succumb to a sort of linguistic and cultural amnesia before they can truly succeed in this country.. I think he's wrong

To Rodriguez, and many many people – liberal and conservative alike – Spanish is not so much a language as it is a code, with little or no currency, except when we withdraw into the shadows where a subculture flourishes precisely because it has its own language.. its own code..

This personal narrative that I've shared with you covers, in large part, much of what I've been studying during my Nieman fellowship at Harvard.. Why?

Because I'm convinced that researchers have yet to provide a compelling narrative that starts with the uprooting and displacement of Mexican immigrant families; their migration to urban centers in search of a better life and ultimately, their journey north to this country in a final act of desperation and hope. These are not just economic refugees who arrive to carve out a living in the wealthiest nation on earth. Their impact is much much more profound. Mexican immigrants and their children are literally transforming the face of America; its institutions, its culture and in the long term, its political landscape.

In the short term, Americans' attitudes towards latino immigrants have been shaped by two conflicting impulses. First there's a desire to embrace them because at some level, we identify with their search for a better life. That impulse though usually gives way to contempt. After all, we are not so much a nation of immigrants as we are a nation of laws; laws that undocumented immigrants violate every day simply by being here.

And so, in my reporting on immigration and education, I hope to go beyond the obvious.. beyond the talking heads on cable TV.. beyond the latest demographic data and the key trends that can and should inform public policy..

I want to closely examine how immigrant children relate to both their families and schools. Poor, undereducated parents who come to the U.S. especially from Mexico tend to view their lives as vastly improved once they've been here for awhile. But their children often do not. They tend to resent their parents, their poverty and often their schooling. Their alienation may not fully explain their dismal aca-

ademic performance or high dropout rates, but clearly, their socialization and assimilation is at risk because their education is so poor.

I would like to provide a simple, digestible narrative pegged to what some researchers call the "obligation/sacrifice" narrative. It proposes that if an immigrant child approaches schooling with the belief that the sacrifices his parents made to come to this country were largely for his sake, then the child is going to work harder; that it would be unthinkable not to do well in school.. It's a way of showing his parents his appreciation and is therefore more likely to be optimistic about his education.

I don't know how much of this "obligation/sacrifice" narrative is accurate but even if it's only partly true, I think it's a powerful argument in support of policies that push educators to truly engage and embrace immigrant parents.

And finally I want to examine school policies and practices. What is it that schools are doing in the classroom that works and what should change? Key issues that include teaching English as a second language, the training of teachers, the instructional programs and practices in place that often short-change latino immigrants..

### **The demographics...**

U.S.Census (5/10/06) – nearly half (45%) of children under five years of age in U.S. is non-white.. latinos are the fastest growing.. latino births added more to the population growth of latinos overall than immigration from latin america, legal or illegal, since the mid 1990's.. a fourth of new mothers in the U.S. in 2002 was foreign born..one in ten was undocumented.. so even without immigration, the latino baby boom will continue to drive overall latino growth

The challenge for journalists, especially those of us who cover immigrant children and families, is to report their stories with two goals in mind – to expose the failed social policies and educational practices that have failed these people.. and to write their stories with a deeper understanding of their lives and how they fit into our nation's future.

### **So why do latino immigrant students struggle?**

..language acquisition, interrupted schooling, parents.. unfamiliarity with American school culture and expectations, low parental education, parents difficulty assisting children

### **Alien Nation...**

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with academics, parents without time because they work too much..schools make judgements about immigrant children, often without understanding the limitations the child faces outside school and at home

### **Federal policy/esea 1965**

*The culture of poverty argument...* generational disadvantages passed on by families.. poor parents ill equipped to impart academic success.. so what the “war on poverty” proponents argued was.. if homes can’t do it, government – namely school – can do it.. schools could change the family dynamics to make up for the things that poor parents could not provide their children by providing compensatory educational services

NCLB is NOT a departure from any of this but it is a much more “sweeping” strategy to give low income children a leg up academically..after all, it’s hard to think of a more satisfying solution to poverty than education because its based on the ennobling view that poor families, with enough education, can overcome poverty by themselves...

But as the influential Univ of Chicago sociologist James Coleman argued – “the inequalities imposed on children by their home, neighborhood and peer environment are carried along to become inequalities with which they must confront adult life at the end of their schooling”.. Coleman found that schools account for no more than 35% of the variation in students’ academic performance.. in other words, school didn’t do nearly as much to close the gap between rich and poor.. it simply passed along inequalities..

Coleman never suggested that we should tolerate these inequalities but that we should look to other institutions, as well as schools, to deal with the problem poor children face in this country

Today, economists like Richard Rothstein (former columnist NYT), have taken this argument a step further.. The notion that schools alone can eliminate the achievement gap and achieve parity in math and reading performance in particular, with little or no regard for the socio-economic disadvantages that these children face outside school, Rothstein argues, is not based on any research or experience on a large social scale

Of course schools matter.. children don’t learn algebra on their own.. whether they learn algebra well is up to the school..but which children are going to learn algebra better than others is a function of students’ family and social circumstances.. good health, good housing and a living wage for these children’s parents.. all go hand in hand with good schools and good teachers. ■

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### **Dual Language Programs...**

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their program models and classroom schedules. Administrators and parents met for a conversation about dual languages assessment, In the afternoon, educators representing different districts presented workshops on topics of special relevance to dual language populations: oral language development, writers workshop, effective instruction through peer observation, reading templates, and the process of revising a program design.

### **Designing Responsive Programs**

Grade level groups met to discuss commonalities in program design across districts. These discussions were facilitated by Susan McGilvray-Rivet, Framingham Public Schools; Mary Cazabon, Cambridge Public Schools; and Deb Sercombe, Cambridge Public Schools. In the early grades, many programs focus on developing native language literacy with content instruction in integrated groups. In grades two and three, some programs have a “week on-week off” 50/50 design; other models continue with developing literacy in the native language until a benchmark is reached. In the upper grades (four and five) many programs continue with a “week on- week off” design. However some programs switch language of instruction during the school day.

During these conversations, common challenges emerged. These include: lack of materials in languages other than English, student mobility, a sense of isolation and lack of community and/or administrative support, lack of academic supports (e.g. Reading Recovery offered only in English), need for extra planning time to address content and language objectives. The main challenge that all dual language educators face is the need to address all curricular

standards in two languages while differentiating for students with a range of language proficiencies.

### **Sharing Units of Instruction**

One of the objectives of the pre-conference was to create a mechanism to share units of study. Dual language teachers have extra demands on their planning time. Not only do they develop lessons and units that are aligned with the Massachusetts Curriculum Frameworks, but they also need to co-plan with other program teachers at their grade level, translate materials, and differentiate for various proficiency levels. By sharing units that have supporting materials already identified and clear language and content objectives, the burden will be shared. A new process for sharing units of instruction is under development. An internet workgroup, where files can be uploaded and shared, is under construction. In the future, Massachusetts educators would be able to login and participate in discussion forums around topics related to dual language programs.

### **Determining Appropriate Assessments**

Under NCLB, high-stakes assessments in English have been emphasized. The results of these assessments are used to make important decisions about the academic paths of bilingual students. During the discussion on assessment, it was agreed that dual language programs have a need to assess, not only in English, but also in the second language of instruction. Assessments provide information to teachers to inform their instruction, feedback to parents on the language acquisition of their children, and information for program evaluation purposes. Currently, among local dual language programs, there is a need for high-quality data to conduct rigorous evaluation of student achievement over time.

Many participants in the assessment discussion shared similar concerns about assessment. The amount of instructional time lost due to increased testing demands is detrimental to students. The pressure on school and district administrators to “make AYP” can indirectly place blame on language learners. The report cards designed for monolingual student populations can inaccurately measure bilingual progress and achievement. Parents often feel uninformed about how students are progressing in language acquisition and content areas.

Cambridge has a long history of assess-

ing in Spanish. The current standardized assessment was chosen after the district tried three other systems. In general, teachers are pleased with the current assessment. It provides information on students’ skills and is implemented in grades 2-12. Mary Cazabon, Director of Bilingual and English Language Acquisition, shared some of her work in the area of performance assessment. Teachers in Cambridge are developing rubrics to promote self-assessment among students. In addition to providing information about student’s classroom work, these assessments promote metacognitive growth.

In the assessment meeting, it was determined that authentic assessments will provide important information on students’ skills and progress. Framingham agreed to share the first grade weekly report template. Student-led parent conferences will be investigated as a way to empower families. However, it was also decided that it would be beneficial to adopt a common assessment across districts. A common standardized assessment will allow for comparisons among programs. Several participants agreed to collect standardized assessments (i.e. SABE, Supera, Aprenda, the state assessment of Puerto Rico) to compare and make a recommendation. Promoting Promising Practices

There was much to celebrate at the conference. Clearly, there is a need to unite and advocate for funding and resources for dual language programs. Our students have many accomplishments. Teachers proudly mentioned that bilingual students from dual language programs have participated in a bilingual recording for a CD release and been filmed for a “Curious George” segment on PBS television. Dual language teachers from Massachusetts have also been recognized nationally. Several have been invited to present at annual conferences and have had work published in national journals and newsletters.

The high quality of the workshops and presentations reflects the skills and knowledge of dual language educators throughout the state and region. Evaluations from the conference indicate that the objectives of the conference were met and the format was effective. Suggestions included planning two conferences per year, having more time to meet in grade level groups, and sharing lessons and ideas for time management. The establishment of a Dual Language special interest group (SIG) on the MATSOL website will provide a forum for future communication.

## Dual Language Programs...

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The dialogue will continue on January 7, 2008 at the Abriendo Puertas/Opening Doors Reunion to be held at Barbieri Elementary School in Framingham, Massachusetts. Hopefully the network will strengthen as we unite to serve bilingual children and families.

Funding and support for the Dual Language Pre-conference was provided by the Massachusetts Department of Education, the Massachusetts Association for Teachers of Speakers of Other Languages and the Massachusetts Association for Bilingual Education. Sara Hamerla is Assistant Director of the Bilingual, ESL and Sheltered English Programs, Framingham Public Schools. ■

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## Licensure regulations leave few ESL teachers behind

By Sally Bunch

I remember widespread concern among my colleagues surrounding the victory of “Question 2” a ballot measure approved by Massachusetts voters in 2002. Officially known by state law as Chapter 71A, it eliminated the opportunity in most cases for English language learners in grades K-12 to study core academic subjects in their native languages. In addition, students were expected to complete only a year of English language instruction before being mainstreamed. We became understandably concerned about the impact these measures would have on our students’ success. Furthermore, if resources for our students were being eliminated, would we be next?

Now, with less than two years remaining before the renewal deadline of my ESL 5-12 license, I decided to clear up some confusion about what I had heard surrounding the requirements for certification and recertification for teachers of English language learners (ELLs). Would we need to pass an MTEL exam in another content area, such as math or English language arts? Was the ESL license being phased out? Were mainstream teachers being trained to work with ELLs so our jobs would be eliminated?

“There is no story,” was an initial response I received from Kathryn Riley of the Office of Language Acquisition and Academic

Achievement at the Massachusetts Department of Education. She was referring to the fact that the significant changes to the ESL licensure requirements that were made since the passage of Question 2 were no longer in effect. Although in her role as director of her department, Riley does not handle individual certification concerns, she gladly provided some background on the developments around the issues of ESL licensure that have occurred in recent years.

After the passage of Question 2, some school districts in Massachusetts reacted quickly and eliminated ESL positions. According to Riley, the attitude that prevailed among administrators as well as the Massachusetts Board of Education was that most ESL classes were no longer needed. In September 2004, the ESL license was replaced by the ELL license. In addition to passing the ELL subject matter knowledge test, candidates for this license were required to have a license or pass a subject matter test in another content area. Also, even if the candidate had already completed a practicum in another field, he or she would have to complete a practicum in an ELL setting. Educators who hold them are permitted to teach in the same classrooms as those holding ESL licenses, including self-contained classrooms and pullout settings of Limited English Proficient (LEP) students which focus on English language acquisition, and as a co-teacher with a licensed teacher of a class containing both LEP and English-proficient students.

Why were the ESL license and original requirements reinstated? Scores of the Massachusetts English Proficiency Assessment (MEPA), a test administered to all ELLs in grades 3-12, revealed that fewer than 50% were making adequate progress in English. “We really needed to directly teach English to LEP kids,” said Riley. She advocated hard to the Board of Education for changes to the ELL licensure regulations, arguing that the requirement for an additional practicum was impractical, as a supervisor would need to be paid. Also, this requirement and the additional MTEL content test were not mandated for teachers seeking additional licenses in most other areas. These regulations may have been discouraging people from entering the field, despite the numbers of vacant ELL/ESL positions in many districts.

The Board voted the new licensure changes out for public comment, which had to take place before a final vote was cast. While the respondents were generally supportive, there was a mixed reaction to a few details, includ-

ing the practicum and whether to name the license ESL, ELL or “ELD” (English Language Development). In June 2006, the Board of Education approved the changes, in which the name was re-established as “ESL,” and the requirements for a content license or passing test score and additional practicum were dropped. In other words, candidates already certified in another content area are required to pass the ESL subject matter test (also reinstated, but with additional competencies around reading instruction), and those seeking ESL as their first license do not need to fulfill additional requirements around a content area other than ESL (visit [http://www.doe.mass.edu/Educators/e\\_license.html?section=k12](http://www.doe.mass.edu/Educators/e_license.html?section=k12) for information). Teachers who are seeking re-licensure in ESL K-6 or 5-12 in 2009 are still expected to earn at least 150 professional development points in a supervisor-approved professional development plan (guidelines are available at <http://www.doe.mass.edu/educators/resources.html>).

In addition to teachers qualified to work with ELLs on acquiring language skills, the other priority is to ensure that other educators who work with these students are sufficiently prepared. Currently, those teachers are required to complete professional development that covers four categories: language acquisition, teaching content, assessment, and reading in content areas. Riley has been involved in trying to establish a recognized credential for those who meet those requirements. Unfortunately, in June 2005, the Board of Education declined to vote the “ELL Endorsement” out for public comment. However, providing professional development in the four categories remains a requirement for school districts, which the DOE monitors for compliance.

Now that my mind has been put at ease regarding the status of my license, I can redirect my attention to the real story: how best to prepare myself to work with students and deal with the challenges of mandates brought on by the federal No Child Left Behind law and other obstacles that affect ELLs. As Riley has demonstrated in her advocacy that helped eliminate hurdles around licensure, it is also our job as concerned educators to act or speak out about any measure that adversely affects our students’ success. ■

Thoughts on Rennie Center Report:

## **Seeking Effective Policies and Practices for English Language Learners**

*Delivered by Kellie Jones on May 22, 2007*

Good afternoon. My name is Kellie Jones and I am the current President of MATSOL, as well as the K-8 Department Head for Bilingual/ESL Services in the Brockton Public Schools. I am very pleased to be with you here this afternoon. As Brockton is one of the districts whose school has been highlighted in your report, I just want to clarify that I am here today representing MATSOL, and not the Brockton Public Schools in my comments as part of this panel, though I am clearly proud of the great work that we have done in my district around ELLs and in other districts across the state.

Let me tell you just briefly who MATSOL is – We are a state-wide professional association of educators of speakers of other languages for a variety of contexts, including adult, workplace, higher education, and in the K-12 sector. MATSOL’s mission is to advocate for the educational opportunities and achievement of English language learners and to provide professional development and support to educators working with English language learners.

As a professional association of teachers of language learners, we are so pleased to be invited to participate in this forum. We thank the Rennie Center for inviting us, and for allowing us the opportunity to share some of our reactions to this report.

It is refreshing to have a rational and frank conversation about ELL education in Massachusetts. Unfortunately for the past five years, the conversation has been a highly politicized and charged one focused more on the rhetoric and image of ELL programs than on what the scientifically-based academic research in the field of second language acquisition tells us really works. It is also refreshing to read and be present for a discourse centered on real descriptions of schools, of effective practices, and about the characteristics and conditions that positively influence ELL achievement and improvement.

First, I want to say that MATSOL agrees with most of your recommendations for policy and practice, and hopes that this forum and report is just the start of discussions around what changes need to happen here in Massa-

## Seeking Effective Policies...

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chusetts to move beyond the rhetoric. As your report highlights,

- We too see the need for opportunities for schools to collaborate and share resources and practices.

- More guidance is necessary to assist districts in determining reclassification decisions.

- Supporting and fostering the leadership in ELL programs is an essential capacity building step MATSOL sees in improving the state of ELL education.

- Higher education institutions need to incorporate ELL training into their teacher preparation programs, just as new standards for higher education require. The professional development that needs to happen needs to happen at every level, including in higher education, where professors preparing teachers in Math, Science, History and other content areas, also need to build knowledge about effective instructional practices for ELLs.

- Parent involvement around student achievement and informed educational decision-making is at the core of sustained academic achievement. All parents, including those parents of ELLs, need to be informed about the educational progress and programs in which their children are participating, and there needs to be a true partnership established between the family and school.

- We need to remove the linguistic and cultural barriers that prevent many parents of ELLs from meaningful participation in our educational institutions.

The most salient feature of this report that we believe is the first step to closing the achievement gap for bilingual students, is to remove this one-policy system, and once and for all provide districts with full access to the range of research-based programs and tools. As demonstrated in the three schools in this report, having flexibility and a range of coordinated program components, can result in a more individualized and responsive educational experience for bilingual students, and promote academic success. This includes bilingual education (as in the case of Brockton High School and Fuller Middle School), sheltered content instruction, literacy instruction for limited formal schooling students, and English as a second language instruction.

MATSOL strongly believes, and the research clearly shows, that no one program-

matic structure meets the diverse range of needs of every bilingual student. This population is by no means a homogenous group, nor are Massachusetts districts and communities all the same. One size does not fit all, as stated in the Rennie Center report, and we are currently advocating for a new state policy that allows for flexibility of program models for all districts at all levels and all grades across the Commonwealth. These programs and policies are tools that, when matched to student needs and progress over time, result in student achievement. However, MATSOL does not advocate for flexibility at the expense of accountability. The state and federal oversight, which mandates academic achievement and growth for all learners, including English Language learners, is an essential companion to meeting the needs of this diverse population. One silver lining in Question 2 is the requirement that all districts provide services for their bilingual students – whether there is one or one thousand.

This report highlights three successful schools in Massachusetts. These schools are using the limited amount of flexibility the current model allows, thanks to the star directors and principals, who go through many hoops and barriers in order to promote the range of programmatic options for their bilingual students. However, we must reiterate that the majority of schools are not so successful. This is reflected in the beginning of the report, which clearly documents the low levels of academic achievement among ELLs. We need to have a system in place that encourages flexibility and thus allows all schools to prosper and achieve academically.

We also worry about the monies in the state Chapter 70 funding given to the district specifically for English language learners. The statistics are clear – many districts shortchange ELLs by using only a fraction of the money allocated on ELLs and ELL programs. While it's harder to trace now in the ambiguous nature of SEI, the disparity between Chapter 70 funding and what is actually spent on ELLs is simply too large to come to any other conclusion – The money allocated to ELLs by the state is just not reaching them.

With each release of MCAS data or graduation rates, we are reminded that a racial, ethnic, and linguistic achievement gap exists in the state. Question 2 has shown to have had little impact on improving the education of bilingual students. Continuing to do more of

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the same will result in more of the same poor results. Let's learn from the successful schools. Let's immediately take action to institute research based program models that effectively address the diverse needs of our student population.

Thank you. ■

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## Two good to choose

By Tom Griffith

And if a stranger sojourn with thee in your land, ye shall not vex him. But the stranger that dwelleth with you shall be unto you as one born among you, and thou shalt love him as thyself; for ye were strangers in the land of Egypt.

- Leviticus 19:33,34

Occasionally someone reminds you of why you got into this profession in the first place. The MATSOL committee charged with choosing the Anne Dow Award is fortunate, in that we hear of extraordinary individuals whose careers are as inspiring as they are obscure.

In this fourth year of the award, we had two nominations of such quality that it stumped us. We couldn't choose one over the other, so for the first time we split the award. And insofar as the award is given to perpetuate the ideals of Anne Dow's life, we would like to share our reasons with the MATSOL membership.

Moira Lucey and Sister Jane McAndrews may never have met, but their careers have run in remarkably similar grooves. One worked in a secular setting, the other in a religious setting, yet both have been devoted to helping the neediest immigrants to the Boston area.

Moira's work with immigrants began right after college in Connecticut, teaching ESL in an Adult Education program. There was a sojourn overseas in Spain (valuable training for teachers, in that it gives us a lifelong sympathy with those struggling in a new culture). Then she began a 28-year involvement with the International Institute of Boston (IIB). Her time there tracked with one of greatest surges of immigration in US history, one that continues. However, this wave brought unique problems.

For one, the American economy had changed from being industrial-based to being information-based. The unskilled jobs that had

absorbed previous generations of immigrants were disappearing. How were newcomers, sometimes illiterate in their own languages, to find work in high-tech Massachusetts?

For another, immigrants were increasingly coming from countries wracked by war or genocide, and ones more culturally distant from the US than earlier groups. Both factors made assimilation harder, and increased the susceptibility to mental health problems.

Moira's work at IIB addressed the range of these issues, in roles including ESOL, Literacy, Immigration Services, Job Training, mental health care and resettlement. The harder the case, the more she liked it, and she gained a reputation for succeeding with those termed difficult to serve. In addition to involving herself personally with clients, she made a priority of advocacy, through the Massachusetts Office for Refugees and Immigrants (MORI) and the Boston Workforce Advisory Group. One constant theme has been respect for those she serves, to the point that she dislikes using the term "refugee", with its connotations of helplessness. Now Program director at the Irish Immigration Center, she is admired and respected throughout the refugee and immigrant service and funding communities, as well as by the many refugees and immigrants whose lives she has touched.

In roughly the same time span, Sr. Jane McAndrews of the Society of Notre Dame was gravitating to the same population. Serving immigrants, however, amounted to a second career for her, one that followed three decades as a religious educator and high school teacher in the Diocese of Massachusetts and New Hampshire. In 1988 she found herself as a teacher and counselor in El Obeid, Northern Sudan, as that region was being engulfed in civil war. This was followed by several years in Kenya, then a return to the South Boston office of the Notre Dame Education Center. The stints overseas gave Sr. Jane a particular understanding of that growing immigrant sector from East Africa, many of them traumatized. The experience both sensitized and toughened her, so that her role as teacher readily expanded to counseling and advocating for those often slighted by public officials.

Her work was profiled by Boston Globe columnist Sam Allis, who wrote: "McAndrews, a reed of a woman with true grit, reminds the (citizenship) class that they have to write a sentence dictated by a person giving the exam, and they'll get nailed if they forget the period

## Two good to choose...

continued from page 9

at the end . . . (she) has 10 in her Wednesday flock four Haitians, three Albanians, and three from the Dominican Republic men and women, young and old, all squeezed into ancient wooden desks with holes for inkwells that were probably in use during the administration of Warren Gamaliel Harding . . . (the class) is but one entre on a strong menu of adult education at the center. You've also got ESOL classes, an academic diploma program a literacy program, and one to help high school graduates make it to college."

It's a setting for teaching immigrants that we can all easily imagine modest, even shabby, yet a scene of comfort and hope, warmth and laughter, for some of the neediest members of society. We salute Sr. Jane and Moira for careers that have rewarded them little in the material sense, but much in the spiritual. They have fulfilled a deep ethical mandate, one that links the ancient Hebrews to our own American nation of immigrants. Just as we were all once strangers in a strange land, so should we extend care and aid and love to those that follow after. ■

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## The Blackstone Valley ELL Study Group (BVESG)

Presented at the ELL Directors' Breakfast Meeting  
June 1, 2007

by Ann Feldman

I was asked in '06 by my district's top gun  
To head a support group, an ELL one  
For the Blackstone collaborative where most  
schools hardly had  
Enough LEPs for a program.....EGAD!

But they had to do something  
The State gov' said so.  
And the CPRs loomed, and compliance,  
Oh, No!

So we met out in Grafton, new directors and  
such  
Who're in charge of these students, but so out  
of touch

These staffers were not used to dealing with this  
They were principals, teachers, Title I folks, PPS

They said, "What can we do to fund the instruction?"

What if we don't, what kind of destruction

Will be foisted on us?; How do we proceed?"  
They knew in their hearts there was pressing  
need

To help children coming from faraway lands  
Not knowing our language, our country's demands

So we met once a month, to discuss all there is  
Involved with the issues of LEP kids

We broached many subjects; there were questions galore

Just how to train core content teachers... or  
How to find ESL licensed staff

How to fit in all those hours, don't laugh!  
We all have to follow the guidelines and so  
We talked about strategies, shared all we know

We gifted our forms, our translations and such  
Kathy Riley spoke too, helped clarify much!!  
We discuss SPED issues, curriculum planning,  
CPRs, PD, testing, program manning

Our group is in charge of distributing news  
Of things that are happening in our field, we  
choose

The topics that our members frequently voice  
As being concerns, as being their choice.

Since we started in '06 we've had others enroll  
Outside of this region, this is our goal  
It's been quite a treat, I'm sure you'll agree,  
To get new perspectives and diversity

Next year we may merge with the MATSOL  
group

Of Low Incidence districts; we'd become a  
troop

Of concerned school cohorts, of networking  
pros,

The support is important, we hope that it  
grows!

**MATSOL**

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## Rhode Island SIG News:

On Saturday, October 13, the RI SIG of MATSOL welcomed Dr. Michael F.

Graves, Professor Emeritus of the University of Minnesota as our featured presenter on “Proven Strategies for Developing Vocabulary with English Language Learners”. Dr. Graves is the author of *The Vocabulary Book: Learning and Instruction*, a joint publication of Teachers College Press, the National Council of Teachers of English and the International Reading Association, a practical volume designed for teachers. His talk, which was entitled “Designing a Comprehensive Vocabulary Program for English Learners”, was very well received by the more than 150 ESL and bilingual educators in attendance. In addition to Dr. Graves, workshops were conducted by Sherry Lehane and Chris Bourret, Lead Teachers, Rhode Island Family Literacy Initiative (Vocabulary Building Strategies for Adult ESL Learners); Erin Papa, Kelly Healey and Jennifer Walker, ESL Teachers, Calcutt M.S., Central Falls and Jenks Junior High, Pawtucket (Strategies for Academic Vocabulary Development in Middle and High School) and by Linda Iannetta, ESL Teacher, Cumberland (Word Study for Elementary ELLs). This event was sponsored by Pearson Longman ESL, Melanie Greitzner, Representative.

The fall event was a great opportunity for us to also recognize Dr. Willis Poole for his twenty-five years of service to the ESL and Bilingual Education professional community in Rhode Island through his work at Rhode Island College, where he served as TESL and Bilingual Education Program Coordinator and Associate Professor of Education in the Educational Studies Department of the Feinstein School of Education and Human Development. Dr. Poole’s many contributions include service as a past president of the Rhode Island Foreign Language Association, as a scholar for the Fullbright Teacher Exchange Program in Brazil and as an instructor of graduate TESL courses in the U.S. and Latin America. He will be sorely missed!

Our spring event is scheduled for May 3 and will focus on “The Best of TESOL”. Workshops will be organized for elementary, secondary and adult educators based on the hottest new strategies and resources gathered at the 42nd Annual TESOL Convention to be held in NYC April 2-5th. Don’t miss it! Information about the specifics of this event will be posted on the MATSOL site in April. ■



# MATSOL Reviews

Dear MATSOL Members,

We are very happy to offer you this special issue of MATSOL Currents in an easily accessible e-format. MATSOL relies on volunteer effort for most of its undertakings, including publication of Currents. Unfortunately, in recent years no one has stepped forward to produce this much loved magazine on a consistent basis, so publication has been irregular. Over the years I've been privileged to work with many dedicated professionals who have written the reviews which appear in Currents. We all know how valuable it is to get good advice when choosing materials, and reviews from colleagues can make all the difference. This special issue is now appearing in this format to ensure that, although the entire publication isn't moving forward, the reviews continue to reach you. I know that the MATSOL Board continues to appeal to members for a general editor so that all of Currents can re-emerge on a more regular basis; I hope someone will step forward in that capacity – I'd love to work with you. In the meantime, we are heartened to know that so many have remained committed to sharing their thoughts on texts and the ever-evolving related world of digital materials. We hope you enjoy it. Please feel free to contact the authors or myself with any responses you may have to these reviews, or if you'd like to write one yourself.

Sterling Giles  
Reviews Editor  
sterlg@aol.com

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### ***Postcards: An Advanced Listening and Notetaking Workbook.***

Susanna L. Minton. University of Michigan Press, 1998. 189 pages. ISBN 0-472-08493-3. cassettes  
*Reviewed by Ruth Ann Weinstein*

This title struck my fancy because I've always wanted to teach a beginners Boston course. This book does exactly what it intends. Each of the twelve chapters focuses on a major city in the United States. Each chapter follows the same solid format: predict, vocabulary preview, what do you want to know, note taking strategy, first and second listenings, what really happened, vocabulary blitz, practice with word forms, and writing about what you've learned. The transcripts are in the back of the book.

There are constant reinforcement exercises and a variety of approaches for each type of information. Students are asked to ap-

ply what they've learned, and each chapter has a new note taking skill and strategy. Each listening has a clear focus, and there are ample listening opportunities with different tasks involved: pre, post, first, and second listening tasks.

The book is full of accurate social, historical, and tourist information. However, I do wonder why the author set it up so that, in many chapters, the note taking information does not reflect the topic of the chapter. For example, the note taking exercise in the Boston chapter focuses on Washington, D.C.

The book is adaptable to several student populations; I could see my high school ESL students taking an interest in it. It would work well in a cultural orientation or US history course. It is fun, skill-based, and focuses on important second language learning strategies. It is easy to imagine students expanding on the book by going on line to plan a trip to a specific

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city with a given budget; the wealth of interesting information invites just such real uses of language. The author has successfully achieved her purpose. ■

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*editor's note: Since the review was written, Postcards has gone out of print.*

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### ***From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms***

Jo Ann Aebersold and Mary Lee Field. Cambridge University Press, 1977. 263 pages.  
ISBN 0-521-49785-X.

*Reviewed by Susan L. Schwartz*

This book should be required reading for all ESOL educators! Regardless of the context -K-12, higher ed, adult ed; ESL or EFL; teacher training, or program administration- there is something useful in this book for everyone, although the book is clearly aimed at classroom teachers or teachers-to-be. Experienced and novice teachers alike will find *From Reader to Reading Teacher* an invaluable aid in teaching reading.

Chapters 1 - 3 ("What is reading?", "Factors that influence reading in an L2/FL", "Designing the reading course") provide the background knowledge -the schema, if you will- that teachers should take into consideration when designing a reading course. Chapter 4 ("Preparing to read") describes what teachers can do with students to get them ready to read a text; various types of pre-reading activities are described, analyzed, and evaluated. In Chapter 5 ("Reading the text"), the authors focus on how to develop readers' comprehension of texts while they are reading, and offer many tasks that can be done during this part of the reading process. Then, in Chapter 6 ("Reviewing reading"), post-reading activities designed to further aid in the comprehension of texts recently read are listed and explained.

The remaining five chapters deal with other aspects of teaching reading. The teaching of vocabulary is intertwined with the teaching of reading in Chapter 7 ("Vocabulary issues in teaching reading"). The use of literary texts is discussed in general terms in Chapter 8 ("Using

literature"). How to evaluate readers is the subject of Chapter 9 ("Assessing L2/FL reading"). Chapter 10 ("Planning the reading lesson") looks at factors teachers need to have in mind when designing a reading lesson, and Chapter 11 ("The learning spiral and the reading teacher") very briefly describes the reasons for and the benefits of doing action research in a reading classroom.

From *Reader to Reading Teacher* nicely balances theoretical and practical information by including numerous checklists and examples of actual classroom lessons. The checklists in Chapter 5 are especially helpful as many other books about reading give short shrift to activities students can do while they are in the process of reading. Several other useful features are included in the book: short student and teacher narratives to illustrate various points; exercises interspersed throughout each chapter that offer participants in teacher-training programs, or individuals on their own, a chance to discuss or reflect on the issues presented; an "Expanding Your Knowledge" section at the end of every chapter that gives readers of this book additional opportunities to explore the concepts, issues and ideas raised; and summaries at the end of each chapter that highlight the most important concepts covered. The appendix contains the sample reading texts referred to in the book, and there is an extensive ten-page bibliography.

The only negative aspect of the book is that Aebersold and Field present such a wealth of material that processing it all can be overwhelming. There are so many good ideas for tasks involving reading that it may be difficult to choose or to limit oneself to those that would be the most beneficial to one's students. But these are minor quibbles, and an overabundance of ideas and activities should actually be considered a strength rather than a weakness of this book.

In fact, *From Reader to Reading Teacher* deserves to be read not just by ESOL educators, but by all teachers who are involved in reading instruction. ■

Susan L. Schwartz is a K - 8 ESL teacher in Methuen, MA, and is also a teacher trainer for the district. In addition, she serves on the Board of Education's ELL/Bilingual Advisory Council.  
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## **Contemporary Topics 1: Intermediate Listening and Notetaking, 2nd ed.**

Helen Solorzano and Laurie Frazier. Pearson Education, 2002. 118 pages. ISBN 0-13-094853-5.  
*reviewed by Eileen Feldman*

There are three books called *Contemporary Topics 1, 2, and 3*. This review limits itself to *Contemporary Topics 1* and is written by an author who first encountered *Contemporary Topics* in its second edition. Compared to more traditional texts, a number of innovations enrich this tape and text series. 1) The page one Scope and Sequence Chart -rather than just a table of contents- displays twelve lecture titles, their academic disciplines (from art to astronomy), the targeted notetaking skill, several corpus-based vocabulary words, and culminating projects, so selection can be made at student or teacher discretion. 2) In Appendix A the 500 listed words are from corpora most frequently used in academia. Although listed alphabetically, they are also ranked in terms of frequency of usage. This is a particularly important and useful feature of the book. 3) In Appendix B are thirty common academic affixes (-ism, -ious, -ist, etc), their meanings, and example words.

As in most notetaking texts, each chapter has a meaningful title, visual and vocabulary preview, notetaking tips and exercises, tasks in listening for details and main ideas, exercises for using notes in class, and projects to be conducted outside class. In the Teacher Pack are short usable quizzes per unit (four multiple choice, two open-ended), lecture audioscripts, and Answer Key to exercises. Finally, the cassettes consist of twelve taped lectures with teacher-student interchanges and individual sentences with some corpus list words to be recognized and recorded in the Student Book.

The authors of this series appreciate students' twin goals of notetaking strategies as well as test-taking strategies. So in the Introduction to the Teacher Pack are suggestions for providing a TOEFL-like experience in the style of quiz questions and the extensive word lists. Other Assessment Techniques suggests teachers 1) create more quizzes in vocabulary, spelling, and sentence writing, 2) create quizzes on earlier lectures requiring use of notes, 3) have students create such quizzes themselves in the style of TOEFL.

Notetaking instruction in the Student

Book means filling-in prepared outlines and charts, and later asking students to create their own. A final research project goes into greater depth and sustains the content through a variety of exercises. (E.g., choose an insect. Research the library/internet for a skill critical for its survival. Do both males and females exhibit it? Is there a critical time for it to be acquired?) Perhaps this activity should be presented before the listening, since listening is often more successful when students know something about the topic.

This book offers excellent skills development, but future editions would benefit from appendices offering 1) pronunciation and definitions with the corpus-based word lists, 2) explanations of proper nouns from the text, 3) definitions of idiomatic phrases. Other supports which would improve the text are 1) selected paragraphs from the lectures printed in the Student Book (to be read aloud and possibly memorized), 2) two related supplementary readings to follow each lecture, 3) learning-centered topics such as secrets of successful students, how to develop vocabulary, how to avoid an argument.

While listening skills development is indeed an independent area of learning, it can be most successful if coupled with vocabulary acquisition, for both practical and affective reasons. Integration of corpus linguistics' frequently used academic word lists and focused intensive reading will enhance student comfort with listening-focused lessons. (This is in fact a methodology often used in Asia.) While I might like to see even more of this, *Contemporary Topics* is a bold positive step in that direction. ■

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## **Peer Response in Second Language Writing Classrooms**

Jun Liu and Jette G. Hansen. University of Michigan Press, 2002. 182 pages. ISBN 0-472-08808-4.  
*Reviewed by Jean Chandler*

If you are considering using peer response in your second language writing class, I strongly suggest you read this thorough and thoughtful book. After giving the pros and cons of using peer response in the introduction, the authors combine a review of the pertinent literature with a discussion of practical issues, includ-

ing suggestions for teachers, in all seven of the chapters.

The first chapter deals with the effects of peer response, including motivational ones (perceptions of teachers and students), short-term effects on revision, and long-term effects on language development. Liu and Hansen stress the importance of instructing students in peer response and modeling how to give specific comments on content and organization and suggestions for revision. They consider it advisable to use guided response sheets, at least in the beginning, and to use peer and teacher response on different drafts. They also suggest having students read their peers' final drafts after all revision has taken place so that the effects of peer comments can be seen.

The second chapter treats the contexts of peer response in terms of the types of students and programs (second language versus foreign language settings, classes of different sizes, and different levels and ages of students).

The grouping of students for peer response is the topic of the third chapter. The authors advise giving students experience in different types of groups—self-initiated and assigned, groups which change with each assignment and long-standing groups, matching and mixing students by linguistic and cultural background and by writing topics—to see what they prefer.

The fourth chapter discusses the benefits and constraints of different peer response modes (traditional—oral, written, or both—and computer-mediated) and the roles of author, facilitator, and teacher. Varying the modes and maximizing the roles of participants is recommended.

In the fifth chapter various foci of peer response (content, rhetoric and organization, grammar and style, and a combination of features) are considered, and examples of probing questions to ask students are offered for each focus. The authors suggest using different foci either on different drafts or different readings of the same paper, conducting group mini-lessons on each focus, and having writers develop their own peer response sheets with a few specific questions of concern to them in each focal area. For the grammar and style area, they recommend addressing only a few types of errors that the students have already learned in class and having students keep a journal of the errors they made and how to correct them so they can learn to self-edit.

Arguably the most important chapter in the book is the seventh, on instructing students in peer response. It does not disappoint since it is filled with specific advice based on several research studies. The sixteen points are summarized in a table and discussed under four categories (affective, cognitive, sociocultural, and linguistic). Another table on organizing a portfolio of sample drafts and peer responses to them lists major writing tasks for students of different levels of writing skills, and then examples of peer response sheets for each of these tasks and levels. The authors suggest specific language to teach ESL students to use in peer response, whether oral or written, traditional or computer-mediated, to offer evaluation, ask for clarification or elaboration, make suggestions and invite alterations. Finally, Liu and Hansen advise having students make a list of the suggestions they received and whether and why they will follow each or not. Although the authors suggest having students reflect on the process, they do not offer specifics.

The final chapter, called “making peer response effective,” deals with five practical problems and solutions and then gives a checklist of the suggestions made in the previous chapters.

A teacher might wonder if there is time in a second language writing class to follow all of these suggestions since peer response is only one aspect of the writing process. Yet, it could be argued that learning to give good peer response subsumes many of the other issues of second language writing. For example, when one learns how to respond to the strengths and weaknesses of a peer's writing, one is surely learning at the same time how to evaluate and revise one's own writing. From that point of view, such a thorough book on peer feedback is helpful to the teaching of second language writing more generally. ■

Jean Chandler has taught ESL at the New England Conservatory of Music for the past 20 years. For some years, she was editor of a column on teacher research in *MATSOL Currents*.  
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## Over the Transom

### Currents has recently received the following materials for review:

**Thomson/Heinle** has new editions (4th and 7th editions) of several tried and true texts: *Cause & Effect: Reading and Vocabulary Development*; *Grammar in Context*; and *Basic Grammar and Usage*. Test banks, on-line resources, and updated content are among the improvements. *ELT Advantage* is a series of online courses for teachers. They last six weeks, are quite affordable, and are led by recognized specialists in the field such as David Nunan and Andy Curtis. I'd love to see someone review one of these experiences; this may be an important future direction for professional development. Thomson is also developing a professional English series; the first book out is *English for Health Sciences*. One particular strength is long, interesting dialogues that are broken up into segments to teach various discrete language skills and vocabulary while providing a substantive narrative and relevant content simultaneously. The *Collins Cobuild Advanced Dictionary of American English* has a CD ROM and a number of useful features such as "word links" that encourage a deeper understanding of lexical units and rich information on collocations.

**Houghton Mifflin** has come up with *ELT Advantage*, a series of online courses for teachers created by leading lights in the field such as David Nunan. A review of a course could be a most interesting assignment. *Essential Academic Vocabulary: Mastering the Complete Academic Word List* is just what it sounds like: a rigorous book, but engaging and varied as well. *Key Concepts (1 and 2): Listening, Note Taking, and Speaking across the Disciplines* really mixes academic material with practice in everyday exchanges while building vocabulary.

**Language Learning Innovations** in Cambridge gives us local teacher Carol Bearse's *The Sky in My Hands: Accelerating Academic English Through the Writing Process*. This endearing book for teachers is the result of over 20 years of teacher research, focusing particularly on a 3-year study of the writing process in an inner-city school. Rich reflection on methods of engaging and nurturing students and student writing are interwoven with developing examples and case studies.

**McGraw Hill's** *Grammar Form and*

*Function* now has a book 3 for high-intermediate to advanced students. It engages a variety of active uses with extremely straightforward instructions. Cambridge's *Clear Speech* is in a third edition with many new features such as improved graphics related to pronunciation at both the sound and sentence levels. *Sound Concepts: An Integrated Pronunciation Course* by Marnie Reed and Christina Michaud. This is a book for students, but every teacher who worries about giving pronunciation short shrift should read it, too. It's unique in its systematic, layered approach to the many steps involved in effective interventions, in clearly outlining the place of the teacher's and student's roles, and in engaging a student's current speaking skills to improve both listening and speaking over time. It also gives very concrete advice to help teachers know when to focus on various sounds as opposed to rhythm and music in the language, and how all of this relates to grammar. The popular *Quest* series for all skills is out in a second edition with a new Intro level, more critical thinking and test-taking skills development, including TOEFL, and increased focus on vocabulary and research writing – overall a more all-purpose academic prep series. ■

If you are interested in writing a review of any of these texts or materials, contact Sterling Giles at (617) 421-9134, [sterlg@aol.com](mailto:sterlg@aol.com).

A complete list of titles available for review follows on page 16 of this *MATSOL Currents*. You can earn PDP's for writing published reviews.



## Books Available To Be Reviewed For Matsol Currents

If interested, contact the reviews editor Sterling Giles

(617) 421-9134 / [sterlg@aol.com](mailto:sterlg@aol.com)

\* = book for teachers (not a student text)

- \* Affect in Language Learning, Camb. UP 99
- \* Beyond Training (Cambridge Language Teaching Library), Camb. UP '98
- \* Bilingual and ESL Classrooms: Teaching in Multicultural Contexts, second edition, McG-H '98
- \* Civic Participation and Community Action Sourcebook (A. Nash), 2003
- \* Discourse and Context in Language Teaching: A Guide for Language Teachers, CMB '01
- \* Dual Language Instruction: A Handbook for Enriched Education, H&H 2000
- \* English Phonetics and Phonology: A practical course (3rd edition), Camb. 01
- \* Essentials of Teaching (see English for Academic Success series below.)
  - Academic Oral Communication
  - Academic Reading
  - Academic Writing
  - Academic Vocabulary, HMCO 2004/2005
- \* Exploring the Second Language Mental Lexicon, Camb. UP 99
- \* Extensive Reading in the Second Language Classroom, Camb / 1998
- \* Extensive Reading in the Second Language Classroom (Cambridge Language Education Series), Camb. UP '98
- \* Focus on Form in Classroom Second Language Acquisition, Camb. UP 98
- \* Focus on Form in Classroom Second Language Acquisition (Cambridge Applied Linguistics Series), Camb. UP '98
- \* Grammar Contexts...A Resource Guide for Interactive Practice, UMichPR 99
- \* Language Teaching Awareness: A Guide to Exploring Beliefs and Practices, Camb / 1999
- \* Learner Autonomy: A guide to developing learner responsibility, Camb. '00
- \* Learner English: A teacher's guide to interference and other problems, Camb '01
- \* Learning About Language Assessment: Dilemmas, Decisions, and Directions (Newbury House Teacher Development), Newbury/Heinle - '98
- \* Materials Development in Language Teaching (Cambridge Language Teaching Library), Cambridge UP '98
- \* Mentor Courses: A Resource Book for trainer-trainers (Cambridge Teacher Training and Development), Cambridge UP '99
- \* Mentor Courses: A resource book for trainer-trainers, Camb / 1999
- \* Network-based Language Teaching: Concepts and Practice, Camb / 2000
- \* New Ways in English for Specific Purposes, TESOL '98
- \* Rhymes 'n Rhythms for the ESL Classroom, Pro Lingua 2001
- \* Teach Business English, Camb 00
- \* Teaching Adult Second Language Learners, Camb / 2000
- \* Teaching English as a Second or Foreign Language, H&H 2001
- \* Teaching English Spelling, Camb / 2000
- \* The Grammar Book, Heinle '99
- \* The Sky in My Hands: Accelerating Academic English Through the Writing Process, Language Learning...2005
- \* Write for You: Creative Activities for Building Writing Skills, Pro Lingua 2001
- \* Writing Simple Poems, Camb. 01
- American Ways – 3e, Lman 2005
- CD-ROM materials from Pearson, Pearson 2003
  - Longman English Interactive (4 levels)
  - business
  - prep for TOEIC
  - Side By Side (2 levels, with or without civics)
- Basic Grammar and Usage – 7th edition, Thomson 2006
- Beyond True Stories: A High-Intermediate Reader, Longman 2003

Cause & Effect – 4th edition, Heinle 2005

Clear Speech: Pronunciation and Listening Comprehension in North American English 3rd edition, CUP 2005

Collins Cobuild Advanced Dictionary of American English (w/CD ROM), Thompson 2007

Contemporary Topics 1: Intermediate Listening and Note-Taking Skills, Pearson 2002

English for Academic Success (series)

- College Oral Communication (4 levels)
- College Reading (4 levels)
- College Writing (4 levels)
- College Vocabulary (4 levels)
- Essentials of Teaching (4 skills), HMCO 2004/2005

English for Health Sciences  
(VM has it), Thomson 2006

English in Action – 4 levels, book, T book, Wbook, audio CD, Heinle 2003

English Interactive (1, 2, 3) – CD ROM programs, Lman 2004

English Pronunciation Made Simple, Lman 2005

Essential Academic Vocabulary: Mastering the Complete Academic Word List, HMCO 2006

Exploring Content 1 & 2: Reading for Academic Success, Longman 2004

Eye on Editing 2, Longman 2003

Focus on Vocabulary, Lman 2005

For Your Information: Reading and Vocabulary Skills – second edition, Longman 2007

Fundamentals of English Grammar – Interactive, Lman

Gateways to Academic Writing, Lman 2005

Get Ready to Read, Longman 2005

Grammar Express Basic – CD Rom, Longman 2005

Grammar Form and Function 3, McGH 2005

Grammar In Context – 3D – 4th edition, Heinle 2005

Grammar Sense Interactive – CD ROM (1, 2, 3), Oxford 2005

Insights for Today– 3rd edition (See also Themes for Today), Heinle 2004

Inspired to Write: Readings and tasks to develop writing skills, Camb. 2004

Key Concepts (1 & 2): Listening, Note Taking, and Speaking across the Disciplines, HMCO 2006

Longman Dictionary of American English, 3rd edition now with thesaurus and w/ or w/out interactive CD ROM, Longman (2004)

Password: A Reading and Vocabulary Text (1, 2, 3),

Quest – all skills 2nd edition, McG H 2007

Reading Advantage – 2nd edition, Heinle 2004

Reading Power (3e), Longman 2005

Side by Side Interactive - CD ROM (2 levels), Lman 2004

Sound Concepts: An Integrated Pronunciation Course, McG Hill 2005

Text & Thought – 2nd edition, Pearson (Longman) 2003

The Heinle Picture Dictionary, Heinle 2005

Themes for Today – 2nd edition (See also Insights for Today), Heinle 2004

Topics from A to Z (1 & 2), Lman 2005

Tuning In: Listening and Speaking in the Real World, Pearson 2006

Understanding and Using English Grammar – Interactive CD, Longman 2004

Weaving it Together – 2nd edition (I have 1,2....could get 3, 4), Heinle 2004

World View 1, Pearson 2005