



# NEWSLETTER

Vol. 5, No. 2

Massachusetts Association for Teachers of Speakers of Other Languages

WINTER 1977

## Mime Kenyon Martin Speaks Without Words at MATSOL Winter Social

by Marcy Cohen

When I first discovered that the program scheduled for the 1977 MATSOL Winter Social was a mime performance, I thought: how clever—a non-verbal presentation for people whose very profession is dedicated to the teaching of the spoken word. But it is essential to recognize the fact that all phenomena have their checks and balances and that all belong to broader systems of phenomena; and so I think it was with honest intelligence more than cleverness that the selection of the mime program was made.

With amazing simplicity and grace, Kenyon Martin, founder and artistic director of the National Mime Theatre and one-time member of Marcel Marceau's mime company in Paris, demonstrated that his own brand of non-verbal communication can often reveal the tender and timeless subtleties of human existence much more directly and realistically than well-constructed verbal statements. Speech transforms the experience or activity into words, and as such, necessarily loses something in the translation.

Martin opened with a short (verbal) clarification of the differences between dance and mime, saying that, while the dancer uses space by moving within it, the mime uses space by defining the self, thus actually *creating* his space with his character. Without props of any kind, he then performed three short pieces beautifully illustrating this.

In the first piece, "Out to Lunch," the "self" he defined was someone we have all been at some point in our lives: a working person enjoying the freedom of an hour away from the day's routine. We saw the comic minutiae of the situation, from the complex process of banana peeling to the miserable feeling of sticky, drippy hands and no napkin to be had. At one point, his performance of the agonizing annoyance of a fly buzzing around his food and landing finally and unhappily in his cup, was so precise that I could actually hear the irritating buzz of the little monster.

His next piece, "The Street Clown," was both emotionally and artistically very touching. With near perfect body control, (continued on Page 3)



Planning the 1977 MABE-MATSOL Conference are, from left to right, Alice Meisel, Juan Zamora, Jose Luis Monserrate, Francine Stieglitz, Ernest Mazzone, Raf-

fael Degruttola, Juan Rodriguez, Bert Pereira (partially hidden), and Amy Lezberg.

## MABE-MATSOL 1977 CONFERENCE

March 18 and 19

Massachusetts Associations:

Bilingual Educators (MABE)

Teachers of Speakers of Other Languages (MATSOL)

### Sharing Ideas/Ideals

This year, the Massachusetts Association for Teachers of Speakers of Other Languages will hold its conference jointly with the Massachusetts Association of Bilingual Educators, and with the cooperation of the State Bureau of Transitional Bilingual Education, the National Assessment and Dissemination Center, and the Office of Migrant Programs. The conference will be held at Lesley College, Cambridge, MA.

Raffael DeGruttola, Conference Chairman, reports that plans are proceeding as scheduled. The papers committee met on February 3 to make selections for workshops and presentations. Amy Lezberg, Chairperson of the Paper Selection Com-

mittee, reports that the response to the call for conference papers has been excellent, and that means we will have two very exciting days.

Sub-committees for the joint conference are as follows:

#### BUDGET

Antonio Andrade, Raffael DeGruttola, Susan Herrera, Edward Korza, Margarita Perez-Jones

#### PAPERS

Antonio Andrade, Carolyn Banks, Glynda Bell, Lucy Caldwell-Stair, George Draper, Ann Hilferty, Amy Lezberg, Juan Zamora

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# WHAT'S NEW FOR 1977?

## FORESTVILLE TALES

By Aaron Berman

The newest addition to the Collier Macmillan English Readers series is written for young ESL students. It contains eight international folktales told in pictures as well as words. The sequential illustrations highlight the main action of each story to help students make the transfer from reading to speaking skills.

## WRITE AWAY

By Gloria Galligane and  
Donald R.H. Byrd

The first two titles in a series of three books that give students controlled practice in order to build writing skills. Book 1 includes two kinds of activities: rewriting model paragraphs and combining several small sentences into a single complex sentence (some of the sentences are cued to illustrations). There is an answer key that allows for several choices when appropriate and an index to the grammatical operations.

## SPECIAL ENGLISH FOR BUSINESS

By Sharon Abrams and  
Hugh Wales

The newest addition to the Special English series is for the management-oriented business person. Intermediate-level students of English will improve their command of the language through dialogs and readings on business theory and concepts, and general office procedure.

All the dialogs and selected exercises will be available on  
reel-to-reel or cassette tape recordings.

**COLLIER MACMILLAN INTERNATIONAL, INC.**  
866 Third Avenue, New York, New York 10022

## A Grammar Game

by Ruth Weisberg, Boston University

Sentences are made up of parts that can be arranged in different ways. Imagine a game played with wooden cubes on which there are words, not letters. Toss the cubes out of the tumbler, set the timer, and try to make as many sentences as possible. The result is Scrabble's Sentence Cube Game. Field testing in my classes at B.U. led me to the conclusion that I could easily modify this game for ESL students with some unvarnished wooden cubes and a pen. The game as is consists of 21 word cubes and includes: subject and object pronouns, *-wh* words, prepositions, adjectives, determiners, and singular nouns . . . The problem is the verbs—a few base form and simple past irregular verbs. The sentence patterns one can produce are extremely limited, but it's possible to use this game for any pattern by making one's own cubes. Some patterns which are particularly suited to this game are: verbs—continuous forms, *-s/no -s* endings, the present perfect; comparative forms (*-er, -est*); adjective word order in noun phrases; and statement/question word order.

Fairfield University's Graduate School of Education will initiate a new graduate studies program in the summer of '77 leading to the M.A. or Certificate of Advanced Study with a concentration in Bi-lingual and E.S.L. Education. The program will enable a candidate to complete the degree or certificate within 3-6 summer sessions with one 3 week study stay in Puerto Rico. A knowledge of Spanish is *not* necessary and the program is open to teachers of **ALL SUBJECTS** at all levels. Please direct inquiries to:

Thomas deTullio, Ph.D.  
Xavier Hall  
Fairfield University  
Graduate School of Education  
Fairfield, Connecticut 06430

MABE-MATSOL CONFERENCE  
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### PUBLISHERS

Antonio Andrade, Robert Bousquet, Alice Meisel, Jose Luis Monserrate, Francine Stieglitz

### SPEAKERS

Glynda Bell, Amy Lezberg, Ernest Mazzone, Jose Luis Monserrate, Ildeberto Periera, Juan Rodriguez, Francine Stieglitz, Juan Zamora

### HOSPITALITY & ARRANGEMENTS

Antonio Andrade, Raffael DeGruttola, Susan Herrera, Ann Hilferty, Edward Korza, Ildeberto Pereira

### PUBLIC RELATIONS

Glynda Bell, William Biddle, Lucy Caldwell-Stair, Raffael DeGruttola, Ernest Mazzone, Juan Rodriguez

### REGISTRATION

George Draper, Edward Korza, Margarita Perez-Jones, Marcel Ruigawra

## Report of the Nominating Committee

The Nominating Committee has presented the following slate of candidates for 1977-78:

- Vice-President 1) Amy Lezberg  
2) Lynn F. Stuart  
Member-at-Large (3 positions)  
1) Caroline Banks  
2) John Carreiro  
3) George De George  
4) Mary K. Dennison  
5) Eutychos Kalogerakis  
6) Edgar Sather  
7) Antonio Simoes

Biographical sketches of the candidates will appear in the Conference issue of the Newsletter.

### Publications of Interest

*TESL Communique*, which is published four times a year, by Concordia University in Montreal. It is available free of charge to teachers who send their names and addresses to:

Mr. Rosalyn Freedman, Editor,  
TESL Communique,  
TESL Centre,  
Concordia University, H407,  
1455 de Maisonneuve, West,  
Montreal, Que. H3G 1M8

*Communique*, a newsletter of Intercultural Communications Programs. Published five times a year and distributed free of charge by the Society for Intercultural Education, Training and Research, 107 MIB, University of Pittsburgh, Pittsburgh, PA 15260.

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he executed various stunts (juggling, tight rope walking, making masks with his face, and more) and peppered the acts again with minutiae that made his character so gently human and believable (like dropping the juggling ball and suffering through having to coax a child to return it to him). These are the kinds of details of existence that spoken words can never define accurately, yet Martin was expertly expressing them without verbalizing a thing.

The last piece he performed, "The Circle," came closer to what he had earlier defined as dance than it did to mime. It was a simple saga about life, carrying us from the fetal stage through childhood, middle age, old age, and finally to death. The "self" he played was not a unique personality but rather an Everyman, and thus could not really define a unique space but instead flowed into the ageless dimensions of all humanity and of all space. But still, without the use of speech, Martin did nonetheless manage to "tell" a story.

That the spoken word is an essential form of communication can obviously not be disputed. But the broader reality, as joyously displayed by Kenyon Martin at the MATSOL Winter Social, is that other forms of communication are equally essential and often able to relate emotions about the human condition that words have no power to express.

## THEATER TECHNIQUES IN THE ESL CLASSROOM

by Raffael C. DeGruttola, Director Bilingual Theater Arts in Education

The students begin to discuss a simple idea: what is silence? They sit in a circle and explore various images that come to their minds. A situation is created in which two students using non-verbal gestures must communicate an attitude of joy or fear. What gestures tell more than others? They use techniques from mime and pantomime without even knowing it. Another two students break the silence and use whatever means they can to communicate loneliness or confusion. The students use both role-playing and improvisational techniques in an attempt to both explore problems and express ideas.

The exercise is stopped and the students critique what happened. The discussion centers around single words or statements that were used to convey meaning. They analyze gestures used to support meaning and why one person was clearer in his expression of an attitude or value than another. The teacher explains to them the importance of their cultural traditions and how this contributes to their manner of communication. They are asked to keep portfolios of pictures of people's faces and body movements taken from magazines and newspapers and to identify aspects of gesture and movement that say more or less about a particular feeling.

Theater techniques develop observational skills as well as provide a basis for developing a greater understanding among students, whatever their cultural background is. For the elementary or secondary ESL teacher, it provides an innovative approach for open discussion, problem-solving, and creative play as English is being taught and learned.

### Massachusetts Association for Teachers of Speakers of Other Languages

Box 291, B.U. Station  
Boston, Mass. 02215

#### OFFICERS 1976-77

Susan Herrera, *President*  
Bilingual Programs  
Newbury Junior College

Raffael DeGruttola, *1st Vice-President*  
Office of Cultural Affairs  
City Hall, Boston

Ed Korza, *Secretary-Treasurer*  
Holyoke, Mass.

Francine Stieglitz, *Editor*: Newsletter  
Boston University

Seymour Pollack, *Outgoing President*  
North Adams State College

#### MEMBERS-AT-LARGE

Glynda Bell  
Lucy Caldwell-Stair  
George Draper  
Maria Fleites  
Ann Hilferty  
Amy Lezberg

MATSOL NEWSLETTER costs are included in the annual membership dues.

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## Conferences and Meetings

February 19, February 26, March 5, and March 12

Language Teaching Workshops. For further information, contact Alexander Lipson, 2 Garden Terrace, Cambridge, MA 02138. Tel. 547-1127.

February 21

Conference on Ethnicity, U. Mass/Boston. For further information, call Harriet Feinberg, English Dept., Tel. 287-1900, Ext. 2711.

February 24-27

Third Annual Conference of the Society for Intercultural Education, Training and Research, Chicago, Illinois. For further information, write to Dr. Paul Pedersen, International Students Advisers Office, University of Minnesota, 717 East River Road, Minneapolis, MN 55455.

March 25-27

Ninth Annual Child Language Research Forum, Stanford Univ. For further information, write to Pam Tiedt, Chairperson, CLRF, Dept. of Lang., Stanford U., Stanford, CA 94305.

## Job Bank

Employers with job specifications in ESL or Bilingual Education may file these with Alice Fastov, and similarly job seekers may call or write her for information on jobs available. In the case of letters from job seekers, Alice would like to have name, address, phone(s) and job qualifications. Call or write: Alice Fastov, 515 V.F.W. Parkway, Chestnut Hill, MA 02167. Telephone 617-327-3231

1. Staff Associate for Language Curriculum. Ph.D. in linguistics or related field. For further information, contact P. E. Johnson, Educational Development Center, 55 Chapel Street, Newton MA 02160.

2. Instructors for various occupationally-oriented classes. Six years of experience in work field required. Contact Occupational Resource Center, Boston Public Schools,

240 Heath Street, Jamaica Plain, MA 02130.

3. ESL instructors for CETA Program. Contact Mel Silverberg, Northern Essex Community College. Tel. 374-0721.

4. Bilingual ESL teacher-counselor to work with Indochinese refugees. Contact Michael Buss, International Institute, 287 Commonwealth Avenue, Boston, MA 02115. Tel. 536-1081, Ext. 36.

5. Learning Disability Teacher with Spanish fluency. Contact Ann O'Donnell, Supervisor, Bilingual Programs, Tenth Street School, Lowell, MA 01850. Tel. 458-7131.

6. Bilingual Guidance Counselor for Sept., 1977. Contact Edward Korza, Supervisor Transitional Education, West Street School, Holyoke, MA 01040.

7. ESL tutor for Portuguese-Americans. Contact Jack King, Arlington Employment Resource Center, 683 Mass. Avenue, Arlington, MA 02174. Tel. 641-0750.

8. ESL tutor. Contact Paul Connors, Foreign Language Coordinator, Randolph High School, Memorial Drive, Randolph, MA 02368. Tel. 963-7800, Ext. 32.

9. ESL teachers, Nagoya, Japan. For further information, write to Charles Adamson, Head of English Studies, Nagoya College of Foreign Languages, 1-7 Miyaniishi-cho, Chikusa-ku, Nagoya 464, Japan.

10. Assistant Professor in Elementary and Early Childhood Education for Bilingual Bicultural Programs. Minimum qualifications: (1) Earned doctorate with focus in elementary and/or early childhood education and bilingual bicultural education; (2) Experience in teaching young children, preferably with culturally different children; (3) Fluency in both English and another language; (4) An area of specialization such as teacher training, language arts, social studies; (5) Research competence; (6) Preferably extensive experience with the Anglo culture and another culture. Contact: J. Thomas Hastings, Chairperson of Search Committee, 270 Education, Univ. of Illinois, Urbana, IL 61801. Tel. 217-333-3770.

## "Fun and Gains"

by Tiby Appelstein E.S.L. Instructor  
Co-ordinator, English Laboratory  
Newbury Jr. College, Boston

I'd like to share with my MATSOL friends a few of the communicative activities that have been going on at our college.

The international students at Newbury have formed their own club and have had some interesting experiences. For example, last Thanksgiving a bus picked up our students, took them to Plymouth where they enjoyed a tour of the area and a delicious, typical American Thanksgiving dinner. Now they are planning an international buffet to be held in the student lounge. The individual students are looking forward to preparing their native dishes.

Last spring, I took my class to the Institute of Contemporary Art. We first enjoyed lunch preceded by a glass of wine which I recommended as an "effective" method of eliciting easy, free conversation (this, however, I do not recommend on a daily basis!). Lunch was followed by a most enlightening lecture on Contemporary Art in America and a tour of the Institute. The interest in the tour was heightened by having discussions and reports from each student concerning contemporary art in their respective countries prior to the trip. In some cases, students had to write to their native countries to obtain current information on art.

I have observed that these kind of experiences not only afford much learning and enjoyment, but, more importantly, they lend significance and status to our international students.

At the MATSOL Executive Board meeting on January 14, 1977, the Executive Board approved the following amendments to the MATSOL Constitution:

1. That the term of office of MATSOL officers and members-at-large be from September 1 through August 31.
2. That all nominees for officers or members-at-large have been MATSOL members since the previous annual MATSOL Business meeting.



MATSOL  
Box 291, B.U. Station  
Boston, Mass. 02215