



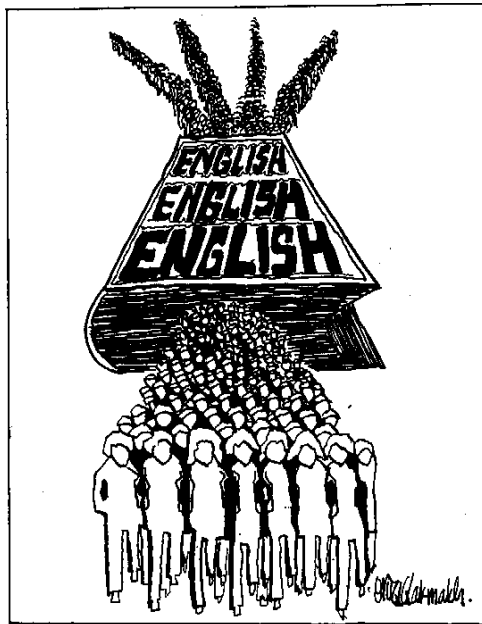
# NEWSLETTER

Oct 20 - Matsol conference  
July 19 - Meeting at Caroline  
5:00

Vol. 7, No. 3

Massachusetts Association for Teachers of Speakers of Other Languages

Late Spring, 1979



## Joan Morley Speaks at TESOL

Joan Morley's familiar voice, live instead of taped, delivered a listening comprehension test to her audience at the March 1st plenary session. She used this device to underscore observations about developments in ESL which make materials development the "New Frontier."

According to Morley, a well-known author of ESL listening comprehension materials, three developments in the ESL field set the stage for increased attention to materials development: a student explosion, a knowledge explosion, and a change in teaching methodologies.

It is clear, she noted, that there are not enough trained ESL teachers to accommodate the numbers of people studying ESL. In the United States only three out of ten public school ESL teachers have ever taken an ESL methodology course. This points dramatically to a need for outstanding teaching materials, not only to teach students, but also to teach teachers.

The knowledge explosion has come about, Morley explained, from the greater influence actual classroom findings now have in determining the direction for theoretical research.

In the classroom, teachers have shifted their focus from traditional structural linguistics to a mixture of approaches, taking into account individuality, the student's own language, English for special purposes, genuine communication and a "humanistic classroom."

Therefore, the written text can take on additional importance as the central force of the classroom, directing not only the students' written sample, but also their spoken sample. According to Morley, texts must emphasize communication and language function as well as language form.

Morley made three recommendations based on these developments. First, she called for more emphasis on materials development in teacher-training programs including: a review of trends, theories and classroom practices; a comparative study of textbooks; evaluation and adaptation of materials; and actual projects to develop classroom materials. Secondly, there must be more in-service training programs. And, finally, Morley recommended continuation and expansion of pre-convention practicums which deal with the intersection of theory and practice in ESL.

Daphne Mackey  
CELOP, Boston University

## TESOL '79

Nearly 3,400 people attended the 13th annual TESOL convention which was held in Boston in February. The theme of the conference was testing, but other presentations ranged from computerized ESL lessons to a description of teaching ESL in the People's Republic of China. In addition, the Special Interest Groups sponsored a day of programs which met the concerns of their individual members. Participants came from all over the world to share information and explore new ideas and methods.

The reports of the hosts and hostesses for the convention sessions indicated that there were many valuable and thought-provoking presentations. Gilbert Narro Garcia talked about the validity of standardized tests which are gradually assuming more importance by school counselors; John Leach attacked the validity of I.Q. tests; Richard Yorkey discussed the writing and editing of his new series *Intercom*; Debbie Fleischaker used simulations to show the skills that are necessary for administering an ESL program; Joan Dye enumerated the special needs of disabled learners and the strategies for meeting their needs; Christopher Candlin and Michael Breen evaluated textbooks; Corrine Pope and William Acton talked about teaching students how to be good listeners and conversationalists; Gertrude Moskowitz delighted her audience by "Teaching the Language of 'OKness,'" Caleb Gattegno mystified and thrilled participants by demonstrating Arabic, the Silent Way; John Fanselow discussed the purpose of the FOCUS instrument which is used in describing the teaching act without judgement or evaluation; Alice Pack encouraged her audience to write a curriculum which would be appropriate for the various kinds of ESL students; Lynn Dean Hyatt covered note-taking and the power of key words to unlock recall; Margot Kimball and Adrian Palmer emphasized communication and clarity in evaluating the compositions of high intermediate students; Jacobs, Hartfiel et al of Texas A & M practiced grading writing samples; Alice Osman led her group in folk, popular and special ESL songs; Anna Fisher Kruse showed how to teach vocabulary in context; Cheryl Brown and Charlotte Lofgreen held a simulation on the making and use of film in a classroom; and Rose Grotzky showed how she uses self-study material with videotaped material in the classroom.

(continued on page 5)

## MESSAGE FROM MATSOL PRESIDENT

Dear MATSOL members:

I would like to take this opportunity to greet you and ask you to be thinking of ways in which our organization can serve you in the year to come. We are all just recovering from the tremendous effort of "staging" TESOL '79. Fortunately it will not be necessary to top that event in 1980! Should you wish to write or call me about any MATSOL concerns, please feel free to do so.

I look forward to working with you this coming year. Have a happy summer!

Caroline Banks

### Membership

Membership '78-'79 will end as of June 30, 1979. Please renew your membership as soon as possible.

### Job Bank

The Job Bank has been inactive lately because there are no new job listings. If you know of a job opening or if you wish to register in the Job Bank, contact:

Alice Fastov, MATSOL Job Bank  
515 V.F.W. Parkway  
Chestnut Hill, MA 02167

### First TESOL Summer Meeting July 13-14

Plans are going full speed ahead for the July 13-14 TESOL Summer Meeting which will take place at the University of California at Los Angeles. The presentations, which will include papers, demonstrations, and short reports, are now being selected. TESOL President Ruth Crymes will be on hand to welcome TESOLers to the meeting, and other outstanding speakers are being lined up for three plenary sessions. For those of you who would like to plan ahead, here is a brief outline of the program:

Thursday evening, July 12—welcoming get-together.

Friday, July 13—plenary sessions and presentations and dinner with the participants from the TESOL Summer Institute.

Saturday, July 14—plenary sessions and afternoon Special Interest Group rap sessions.

Throughout the course of the Summer Meeting there will be many interesting exhibits by publishing companies.

Registration by July 2 is \$15.00 for regular membership and \$5.00 for students and teacher aides. After July 2, regular membership is \$20.00; the student fee does not change.

For more information about registration and accommodations write:

TESOL Summer Meeting  
455 Nevils Building  
Georgetown University  
Washington, DC 20057

## Letter to the Editor

\*\*\*This is a copy of a letter which was sent to John Haskell, the *TESOL Newsletter* Editor.

Dear Dr. Haskell:

The convention in Boston was stimulating and useful in many ways. But a very important issue was relegated to discussion in the halls: the economic status of our profession. We're sorry that formal discussion of this issue didn't take place, or if it did, that we didn't know about it, because it seemed to be the most frequently discussed issue there.

It seems to us that TESOL and local affiliate organizations could and should address this issue, and that they would be in the most appropriate power base from which to begin the attempt to improve our situation.

How might we begin? Assessing conditions in our professions seems like both a logical starting point and something which TESOL could carry out. An "Employment Survey" was distributed at the convention; what has been done with the results of that questionnaire? Could they be published in the TESOL Quarterly or TESOL Newsletter? Or could the survey itself be refined, if necessary, and be published in the TESOL and local affiliate publications, with the results to be analyzed and published there? And what about the possibility of TESOL offering its members group health insurance? Is it possible that those of us who get no benefits from our employers and are now paying individual rates for insurance could get better coverage and/or better rates by organizing a group through TESOL (or through local affiliates)?

And what then? We're not sure, but we would certainly hope that we can accomplish more by working together and using the strength of our organization than by continuing individually to endure low status, low pay, few or no benefits, inadequate or non-existent cost-of-living raises, little or no job security, etc.

Can't we get started now to work toward improved conditions? Can TESOL play a role? We hope so. For no amount of convention disseminating, discussing or sharing can compensate for the fact that many dedicated ESOL teachers simply cannot afford to continue teaching.

Very truly yours,

Paul Krueger, Northeastern University  
Margaret Stanek, Northeastern University  
Margot Valdivia, Boston University  
Susan Vik, Boston University  
Mary Christie

Massachusetts Association for Teachers  
of Speakers of Other Languages  
c/o Caroline Banks  
Arlington High School  
869 Massachusetts Avenue  
Arlington, MA 02174

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Alice Fastov, Secretary-Treasurer  
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Catherine Tansey, Newsletter Editor  
American Language Academy

Amy Lezberg, 1978-79 President  
Mass. College of Pharmacy

Rafael DeGruttola, 1977-78 President  
Boston Public Schools

#### Members-at-Large

Edward Korza  
Steven Molinsky  
Penny Shaw  
Amy Sonka  
Alice Thayer  
Bambi Zimmerman

MATSOL NEWSLETTER costs are included in the annual membership dues.

### MATSOL Newsletter

Contributions to the Newsletter are welcome and should be sent to:

Catherine Tansey, MATSOL  
American Language Academy  
Babson Park, MA 02157

Articles should be typed on one side of a sheet and double spaced. The deadline for the next issue is *June 30, 1979*.

## Poet's Corner

### Some Early Spring Things

up-stream people  
down-stream people  
by the roadside  
a sandpiper

the transparent chrysalis  
unmoved by the  
northeast breeze  
the bare buds  
notched tightly  
on the branches

the forsythia happen  
overnight  
so that the next morning  
the bush  
dishevelled  
rearranges itself  
in the sun.

Raffael DeGruttola  
Boston Public Schools

# TESOL '79



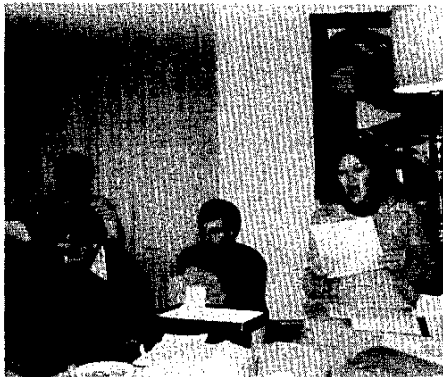
*Raffael DeGruttola, Amy Lezberg*

THE CONVENTION  
IS OVER

NOW IT'S TIME TO  
PAY THE BILLS  
AND REMINISCE  
ABOUT AN  
EXCITING EVENT



*Amy Lezberg, Caroline Banks*



*Bob Saitz, Jim Mattimore, Lin Lougheed  
Glynda Bell Smith*



*Alice Fastov*



*Vivian Zamel, Steve Molinsky*



*George de George, Edgar Sather*

AND A JOB  
WELL DONE!



*Bambi Zimmerman, Penny Shaw, Bob Saitz*

## Course Offering in Developmental Studies/ESL

In an attempt to reach students who have not only second language but academic needs, U Mass/Boston has an annual developmental studies summer program. The program is open to U.S. citizens and residents who will be new students at the university in September and who need help in English, college developmental reading, oral communication, study skills and orientation to university life and demands. Anyone, in particular high school teachers and counselors, are encouraged to have prospective students contact the UMB Admissions Office (Pat Feeney). Weekly admissions seminars are given on Tuesdays at 1:00 and 6:00 p.m.

At these times students can find out about the university, take the Michigan Test and ask questions about support services for students. The summer developmental course takes place from June 18-July 27. Depending on the level of English the course is between 10 to 20 hours per week. 2 credits. Tuition and books free. Days and evening courses.

## Course Offering in Bilingual Ed

U Mass/Boston is offering an introductory course in bilingual-bicultural education. The focus will be on legislation, court decisions, OCR rulings, case studies, certification standards, history and culture of language minorities; class, school and district organizational models. The course carries three credits and is open to any interested individual. More information can be obtained by calling the office of the summer school at 287-1900 Ext. 2180.

## Young Poet's Corner

### The Way it Wasn't To Be

My heart is crying  
because you walked away;  
Now more than ever  
when I saw you with her.

I can't take you out  
of my mind  
Everywhere I go  
You still are  
a part of me.

The sun went down  
the wind is gone.  
And why must it be now  
that you are leaving me?

I remember when we walked  
down the steet;  
Everyone would look at us  
I wonder why. . .

Could it be because  
we were in love,  
or could it be because  
we were kissing each other?

We went through illness  
we went through the storm,  
but we still found each other  
up on the mountain.

When I saw you with that girl  
I hate myself very much  
I wish I could have  
you back.

Can she give you  
in a love affair  
what I gave you  
for so many years?

My heart is crying  
because you walked away;  
Now more than ever  
when I saw you with her.

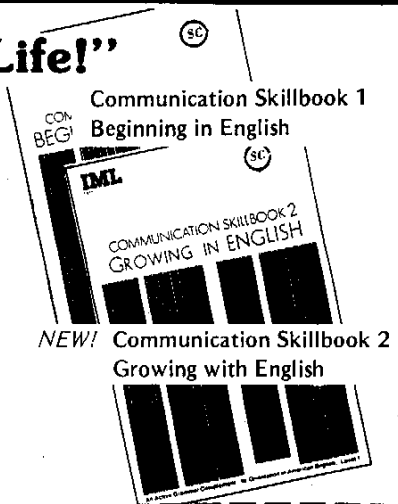
It hurts a lot to tell  
you to go away.  
But could I ever forget  
that once you begged me  
for another chance?

Fernanda Vaz, Sophomore  
Cambridge High and Latin  
Native language: Portuguese

## Relate Language Learning to "Real Life!"

. . . while developing mastery of  
**English Grammar through Real Use**

Lots of people talk about the need to relate language learning to "real life" . . . about the fallacies of "traditional" grammar courses. But little action is ever taken. That's why IML published *Communication Skillbook 1* in 1978. Now *Communication Skillbook 2* is available. Puzzles, games, exercises and activities take grammar out of the classroom and put it into the community. Let your students develop mastery of English grammar through real use!



## YES! My students need **Communication Skillbooks!**

- Please send \_\_\_\_\_ copy(ies) of *Communication Skillbook 1* @ \$2.50 ea.
- Please send \_\_\_\_\_ copy(ies) of *Communication Skillbook 2* @ \$3.95 ea.
- Please send the IML catalog. \_\_\_\_\_ I enclose my check/purchase order for \$ \_\_\_\_\_ which includes 10% for shipping and handling (\$1.50 minimum).

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### INELEC Teacher Trainees Study in Boston

Zohra Saad, Logbi Rahal, Farida Zouiche and Mebrouk Khireddine are EFL teacher trainees from Algeria who have spent the past one to two years in the United States studying methodology and linguistics at Boston University and participating in teaching practicums at U Mass/Boston and Columbia University. They will return shortly to teach at the Algerian National Institute of Electricity and Electronics (INELEC). Their local sponsor is Education Development Center which is developing the whole institute of INELEC. It is currently involved in the training of thirty EFL teachers, four of whom got together to discuss their experiences in the U.S., both as teachers and as persons immersed in a new culture.

Zohra, Farida, Logbi and Mebrouk agreed that they had grown and improved as teachers this past year. Most of them seemed to have found viable alternatives to the grammar translation method of their language learning days. Farida and Zohra felt that they succeeded in learning English because of their motivation and not because of the success of the grammar translation method. As a result, they do not wish to put their students through similar learning situations. According to Mebrouk, a teacher plays an important role in the classroom and this person can either undermine the motivation of the students or inspire the students. Since teaching is a psychological process, it is important to learn methods through which a teacher can develop a positive rapport with the class. Farida reported that she has gained more self-confidence in herself as a teacher and she is more willing to develop and use her own materials rather than depend on another's book. Logbi felt that he improved as a teacher by increasing his skills in English. However, he wondered if his practicum in an ESL classroom with a mixed group of students would help him handle an EFL class of homogeneous students in Algeria. Throughout this period Logbi, Mebrouk, Farida and Zohra had the time to examine their roles as teachers and they benefited perhaps not as much from the formal classes they attended as from the atmosphere of the classes themselves.

There was less agreement regarding the

personal impressions of these teacher trainees about the U.S. culture and society. At first, all of them commented on the superficiality of Americans as exemplified by the "Hi! How are you! Bye!" dialogue. Although Logbi has one American friend, he still finds it difficult to communicate with most Americans. He feels that Americans do not have the time to stop to talk to friends. Mebrouk wondered if one could ever get to know Americans even after ten years! Zohra feels that Americans in general are inflexible about time and plans. However, the one aspect that Zohra admired most in this country was the courage and determination of handicapped people. She was surprised to find them leading useful lives attending schools or working. In addition, Farida found this same characteristic in those American women with growing families who juggled school and work at the same time. She commented that these women were brave to handle such different responsibilities at the same time. Mebrouk confessed that he, too, admired the determination of Americans. "I never thought that Americans would ever be able to play soccer," he stated.

The most confusing aspect of this culture for Farida is that everyone pays his/her own way. In Algeria, it is customary for one person to pay for all the persons in the group from the subway or movie tickets to the check in the restaurant. Algerians usually take turns paying for all the expenses of their friends during a social occasion. Farida also felt that the Americans' craze for jogging is amazing. "Can you imagine me doing this in Algeria?!!!" she laughed. Mebrouk retorted that he could indeed imagine something like that since he had turned into a regular jogger himself!

Farida, Logbi, Mebrouk and Zohra were unanimous in wanting to return to the U.S. if they were given the opportunity. Logbi would like to visit all the cities in the U.S. which he has not yet seen. Zohra would like to make Boston her second home and Farida and Mebrouk would come back to enjoy the atmosphere of being in Harvard Square or Boston. It would be interesting to talk to these persons again after they return to Algeria. I wonder what they would say after they have had a chance to evaluate their unique experiences and then to incorporate the positive aspects in their teaching and their lives.

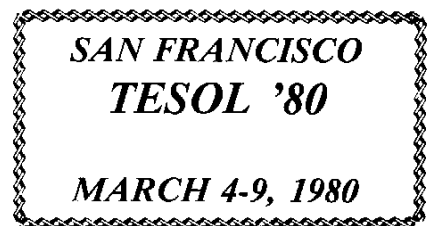


### EDC/Algerian Practicum II at U Mass/Boston

During the summer of 1978 the Education Development Center of Newton arranged for Faculty Candidates of the Algerian Institute of Electricity and Electronics to participate in a graduate level ESL practicum at U Mass/Boston. Again this summer there will be a practicum. There will be a ten-hour-per-week course for any non-native speaker of English (beginning and intermediates preferred) from July 16-August 11. The course will be taught by the Faculty Candidates in teams of two and will be supervised by qualified ESL Faculty. The course will meet daily Monday through Friday for two hours each day (probably 10 to noon). Tuition will be free. Books will cost \$15 to \$20. Any MATSOL member knowing of students who would like to take this course can direct inquiries to Penny Shaw, English Department, U Mass/Boston. Telephone 287-1900, Ext. 2745 or 2711.

### MATSOL Members Elected to SIG'S

Congratulations to Lin Lougheed on becoming the new associate chairperson of the Special Interest Group, Teaching English Abroad, and to Mike Jerald on becoming the new associate chairperson of EFL for Foreign Students in English speaking countries.



(continued from page 1)

These were just a few of the worthwhile presentations at the conference. I wonder how TESOL '80 in San Francisco will top this!

\*\*\*I would like to thank Bob Bousquet and the hosts and hostesses who handed in reports on the convention.

Catherine Tansey

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