

NEWSLETTER

Massachusetts Association Of Teachers Of English To Speakers Of Other Languages

Vol. 10, No. 2

WINTER 1982-83



MATSOL
Winter Social
Friday, Feb. 11, 5-8 p.m.
Boylston Hall, Harvard U.

Certification Up-Date

At the MATSOL Fall Conference, which took place on November 13, the issue which seemed to be of most concern to the ESL teachers that attended was the new certification mandates which went into effect September 1, 1982. Specifically, teachers were concerned because of a grandfathering policy that stipulates that teachers certified in elementary education or secondary English, no matter what their ESL training or experience, be certified as ESL teachers, while those teachers that have some prior ESL teaching experience and training not be eligible for grandfathering. Furthermore, teachers currently holding either an elementary education or secondary English certificate and who can satisfy the new standards of ESL certification can not be certified as ESL teachers.

As a result of the discussions that ensued at the conference, a petition was drawn up, duplicated and circulated throughout the state. In addition, a letter

describing this situation was written by Richard Newman, Director of the Graduate Program in ESL and Bilingual Education at the University of Massachusetts/Boston, and sent to Dr. Richard Clark, head of the Advisory Commission on Certification to the State Department of Education, who in turn brought this matter to the attention of the Commission at a meeting on December 14. Our next course of action is to meet with members of the Commission, at which time the petitions that have been returned will be submitted and after which the Commission will make its recommendations to the Board of Education. We are hopeful that this hearing will allow us to begin the process of redressing what we view as an unconscionable situation.

We will keep you posted on any new developments.

Vivian Zamel, President
UMass, Boston

ESL Teachers Form Union

[Paul Krueger, MATSOL Vice President, has adapted the following article from the Nov. 3, 1982 issue of the **Chronicle of Higher Education**. Written by Suzanne Perry, the article describes interesting solutions to sociopolitical concerns.]

Myra A. Shulman, a language specialist who teaches at American University in Washington, D.C., is president of a small independent labor union whose members are finally at the point of negotiating a contract with the university's administration.

She and twenty-nine other members of the English Language Institute Faculty Association are all "adjunct faculty members" who lack the full prestige and status of tenured faculty members; they consider themselves second-class citizens, denied adequate compensation, benefits, and recognition.

Last year, she and her colleagues organized a union to fight for a contract. They collected sample union constitutions and sample contracts and sought out national union leaders for advice. They called on the National Labor Relations Board for assistance. And when the university challenged their claim that they had a right to unionize, they consulted a Washington labor lawyer and prevailed after a thirteen-day hearing before the N.L.R.B.

Developed from "Secret Meeting"

Members of the association trace its genesis to a secret meeting in 1975 at which they agreed to press their claims for fringe benefits. The university responded the following year by awarding ten of them full-time positions with benefits such as health and life insurance. The university continued to offer more full-time positions as the enrollment increased; however they also continued to hire part-time teachers who were paid according to the hours they taught and did not receive fringe benefits.

At first, the teachers established a "standing committee" to serve as a

(Continued on Page 3)

**MASSACHUSETTS
ASSOCIATION FOR
TEACHERS OF SPEAKERS
OF OTHER LANGUAGES**

Executive Board, 1982-83

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**The MATSOL
Newsletter**

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This is a quarterly publication for the members of MATSOL. Subscription costs are included in annual dues. Letters, articles, and other contributions are welcome, and may be sent to this address:

MATSOL Newsletter
Chamberlayne Jr. College
128 Commonwealth Ave.
Boston, MA 02116

Articles should be typed, double-spaced, with a margin of 40 spaces.

Next deadline: Feb. 18.

NOTES FROM THE BOARD

Nominations for MATSOL's 1983-84 Executive Board are being accepted by Past President Steve Molinsky. Several of the current crew will be doing their last MATSOL Board duties at the 1983 Spring Conference. We need your suggestions for Vice President (who will become President for 1984-5), Secretary, Adult Education Representative, and Elementary/Secondary Representative. The deadline for nominations is February 15. Send to: Dr. Steven J. Molinsky, TESOL Program, School of Education, Boston University, 765 Commonwealth Ave., Boston, MA 02215.

* * *

First the bad news, then the good news about **GRANDFATHERING**: Dick Newman gave MATSOLers the grim details about grandfathering certified non-ESL teachers into ESL positions in Massachusetts Public Schools at the Nov. 13 Fall Conference. Later on that day, Dick was called at the conference and informed that he had become a real-life grandfather! Congratulations Dick.

* * *

FOR THE RECORD: Vivian Zamel wrote a strong letter to Massachusetts' U.S. Congressmen denouncing the Simpson-Mazzoli Bill, on MATSOL's behalf. This past summer, U.S. Representative Joseph Moakley sent us a sympathetic response describing his efforts to revise it.

* * *

HATS OFF to the latest MATSOL authors! **ABELLE MASON** has just had her book on academic lecture comprehension published by Prentice Hall. **STEVE MOLINSKY's** ESL blockbuster, *Side by Side*, also published by Prentice Hall, has come out in a more compact edition for overseas sale. **KATHY RILEY's** *Impact!*, an intermediate level text for life skills, was published this fall by Addison Wesley.

* * *

MEMBERSHIP and ADDRESS CHANGES: Please remember that the person to pay your dues to, ask about membership, send your address changes to, and so on is Claire Smith, MATSOL Treasurer, 16 Dewey Rd., Lexington, MA 02173.

Letter to MATSOL

[Ed. Note — See Vivian Zamel's report on her progress in bringing this issue to the attention of the State Department of Education.]

November 13, 1982
MATSOL Conference
Harvard University
Cambridge, Mass.

Dear Teachers and Students,

The subject of ESL certification was addressed at the MATSOL Conference today. Of special concern was the "Grandfather Clause" of the certification requirements as of September 1, 1982. This clause states that any teacher with Elementary or Secondary Certification prior to September 1, 1982 may teach ESL (English as a Second Language).

A need for an amendment was voiced and a petition was drafted. Signatures will be gathered from members of MATSOL, MABE, TESOL and all other people concerned with this problem. These signatures will be collected throughout the state and will be presented to the Commissioner of Education this winter. At this time, Vivian Zamel, president of MATSOL, will make a formal request to amend this "Grandfather Clause."

I hope that all of you concerned about the quality of education will sign this petition. The greatest concern is that teachers without previous ESL training or experience will be teaching ESL classes in the elementary and secondary schools. One teacher cited a case where a teacher with no previous ESL experience, but greater seniority in the school system, had replaced the trained and experienced ESL teacher. The petition requests that these teachers who have been "grandfathered in" take a minimal amount of ESL courses in order to continue teaching ESL.

Please sign this petition and help raise the quality of education for our students in need of instruction in English as a Second Language.

Pauline Mountainbird
New Salem, MA

ESL Union . . .

(Continued from Page 1)

liaison between them and the administration. But wary of the consequences, they refrained from calling themselves a union. Salvatrice E. DeLuca, the union secretary, said that it was only when they felt that had exhausted all other options that they resolved to unionize. They did their own research and found much of the information they needed was available in government publications such as *How to Bring a Case Before the NLRB*.

The Yeshiva Case

Representatives of the American Federation of Teachers and the National Education Association warned the ESL teachers at American University that the university might cite the 1980 Yeshiva case if it decided to challenge their right to organize. In the Yeshiva decision, the Supreme Court held that faculty members at that institution were not eligible for collective-bargaining protection because they were managerial employees.

When the university did just what had been predicted, the teachers argued that they were not managerial employees since they took no part in the university's system of faculty governance and had no control over such matters as hiring and firing, the budget, admissions policies, grading policies, or class size.

The N.L.R.B. ruled in the union's favor in July and an appeal board declined to grant the university's request for a review.

Full-Time Status Sought

The union is seeking full-time status for its members. It has gathered data to show that the average pay for those working full-time for the nine-month academic year is \$14,500, while the average pay for full-time instructors at the university is \$19,858.

The teachers say that the situation has created tension between themselves and the institute's director Mary Ann G. Hood, a tenured faculty member who testified for the university at the N.L.R.B. hearing. But they say that their unity has helped them handle the emotional consequences of their actions.

CALENDAR

FEBRUARY 11 — MATSOL Winter Social, 5-8 p.m., Boylston Hall, Harvard University.

FEBRUARY 15 — Deadline for MATSOL Board nominations for 1983-84 Executive Board; also for Spring Conference proposals.

MARCH 15-20 — Toronto TESOL.

APRIL 7-9 — Conference on Foreign Languages for Business; write Geoffrey M. Voght, Associate Professor of Spanish, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, Michigan 48197.

APRIL 29-30 — MATSOL Spring Conference, Northeastern University.



MATSOL members who don't belong to TESOL can receive the TESOL Newsletter for \$4. Write to Treasurer Claire Smith (see address, page 2) for the necessary form.



TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

An international organization of professionals interested in the teaching of English as a second language in monolingual and bilingual programs, English as a foreign language and standard English as a second dialect, and in research into language acquisition, linguistic theory, sociology and language teaching pedagogy.

Invites you to participate in its

SEVENTEENTH ANNUAL CONVENTION

to be held at

The Sheraton Centre • Toronto • Canada

MARCH 15-20, 1983

Over the past 20 years, Toronto has attracted many thousands of immigrants and the city has developed into an exciting, multi-ethnic, multi-lingual environment where much interesting work in ESL is ongoing. Toronto also shares with the rest of Canada a concern for the development of bilingualism and enjoys a reputation as a major centre of research in this field in North America.

The program will include plenary sessions by internationally known speakers, papers and workshops by TESOL teachers and their colleagues in related disciplines, educational visits, material exhibits and social events.

JEAN HANDSCOMBE
North York Board of Education
Toronto
Program Chair

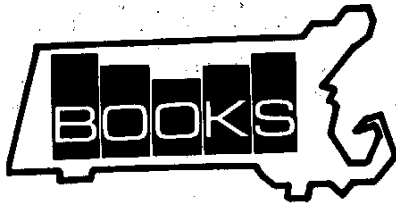
RICHARD A. OREM
University of Northern Illinois
DeKalb
Associate Chair

Non-**TESOL** members may obtain detailed information by writing to:

TESOL
202 D.C. Transit Bldg., Georgetown University, Washington D.C. 20057, U.S.A.
Telephone 202 625-4569

82SU1028HP





Values Clarification in the ESL Classroom

I have found *Values Clarification* by Simon, Howe, and Kirschenbaum (Hart Publishing Co., New York, 1978) to be a useful source of information and strategies in the ESL conversation class.

Values Clarification offers a wide spectrum of subjects that can be adapted to almost all levels of English, from high beginner to advanced, and that are geared to three age groups. The topics range from politics, economics, and psychology to personal relationships, school, and television — and everything in between.

In order to discuss one topic in depth in a conversation class, I find that topic listed under a number of different "strategies." The strategies are different ways of examining ideas, values, and

beliefs. The strategies that work best for me are called "Values Voting," "Rank Order," "Public Interview," and "Unfinished Sentences."

Let's assume that today's topic is "The Role of Government in Society." I begin with "Values Voting." How many of you think no government aid should be given to welfare programs? How many of you think there should be a law limiting the size of families? Students vote on a number of issues by raising their hands. The answer is a simple choice of "yes" or "no" and the students are happy to discover that they share opinions with their classmates.

I then switch strategies to "Rank Order." If you were President of the United States, which would you give the highest priority — the space, poverty, or defense program? What is the most serious domestic issue in the U.S. today — crime, welfare, or inflation? The students must choose from a limited number of alternatives. They are forced to commit themselves and to justify their choice.

The next strategy I use is the "Public Interview." What is your opinion of the nuclear arms race? Do you have faith in your government? Here each student must answer a direct question. He must think for himself and commit himself to an opinion before his peers.

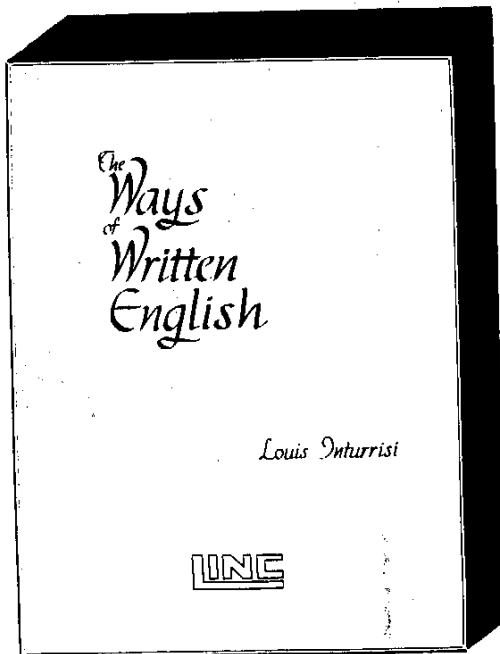
I like to finish a topic with "Unfinished Sentences." I wish my government would... Russia and the U.S. should... The students are free to reveal and explore their attitudes and feelings.

As you can see, the four strategies are ordered so that the students move from non-threatening procedures to more self-revealing kinds of expression. My conversation classes may begin with shy students who are afraid to expose their feelings, but they always end with lively, controversial, and open exchanges of ideas, opinions, and values, thanks in large part to *Values Clarification*.

Karen Berzok

THE WAYS OF WRITTEN ENGLISH

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The Ways of Written English, by Louis Inturrisi is a work text on writing expository essays which highlights the differences between Spoken and Written English. Outstanding features of this book are the many opportunities for students to:

- organize, write, edit and rewrite compositions
 - look at English sentence structure through Sector Analysis
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A non-profit organization of 29 teachers established in 1972 to share and stimulate new ideas in language teaching.

LINC

Language Innovations, Inc.
2112 Broadway, 515
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Speaking of Survival

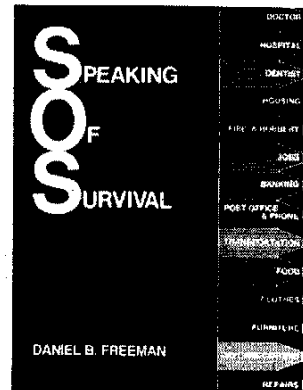
Daniel B. Freeman

Speaking of Survival is a high-beginner/low-intermediate course for adult newcomers to the U.S. S.O.S. makes conscious attempts to treat the student with dignity and to appeal to his cognitive competence, curiosity, and need for helpful information in the real-life situations he will be faced with. It teaches English, it teaches culture, and it provides practical detailed information on the basic survival situations.

Features

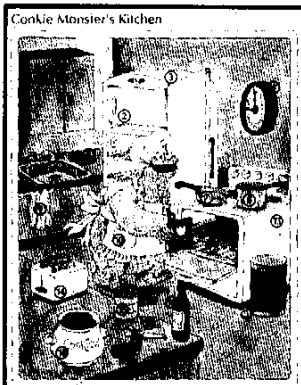
- Comprehensive coverage of basic survival situations
- Full-color contextualized vocabulary pictures
- Picture conversations
- Numerous oral exercises including role playing
- Informational readings for each survival situation
- Interesting discussion questions
- Small group and individual activities
- Homework/self-study section
- Practical guide of helpful information for ready reference
- Finger index on cover for easy location of each unit

*Survival Skills
with Dignity*



Oxford Brings Sesame Street to the ESL classroom

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Open Sesame Picture Dictionary

Jill Wagner Schimpff

This delightful, beautifully illustrated picture dictionary features the world-famous *Sesame Street* Muppets in a wide variety of situations universally familiar to children.

Features

- Sixty-eight full-page, four-color illustrations
- Over 550 essential, high-frequency vocabulary words
- Vocabulary presented in both contextualized and isolated form for reinforcement
- Comprehensive coverage of topics including parts of the body, the classroom, the street, the family, toys, and food
- Complete alphabetical index of vocabulary words

This book was developed in cooperation with the Children's Television Workshop, producers of "Sesame Street." Children do not have to watch the television show to benefit from this book.

Oxford University Press

200 Madison Avenue • New York, New York 10016

Teaching Current Issues in an ESL Classroom

Introducing Current Issues in an ESL classroom creates a stimulating language-learning environment and demonstrates a practical application of learned skills of the target language. The issues can be presented through periodicals, films, slides and guest speakers.

Issues such as Reaganomics, Nuclear Freeze, Israeli-Lebanon conflict, ERA and Art and Politics generate enthusiasm, thought-provoking questions and controversy of opinion among students. The desire to voice one's opinion facilitates oral participation, even from the most timid student. Furthermore, application of the new words becomes functional.

Trying to express one's opinion, however, can be frustrating. As one student said: "I felt frustrated and angry during our class discussion because I could not express myself clearly. My vocabulary is not so good." When this happens, explain to the student that this is a normal process in language learning — that producing the correct structure verbally is more difficult than reading or listening comprehension.

The more controversial the issue, the greater the need is to interact. This not only fulfills a functional aspect of language learning, but also a social one. For students who feel alienated culturally, exchanging ideas in class may be their only means of social interaction outside the home. Through this, students develop a rapport with one another, a conducive factor to language learning.

Teachers should be aware of "touchy" situations that may occur during discussion. For example, on the question of Nuclear Freeze, one student commented that the effects of the bomb on Hiroshima were not so devastating. Refuting this argument, a Japanese student said that he had a couple of friends who were victims of the bomb — one blind, the other lamed. How does one deal with this in a teaching situation? Acknowledge both opinions and try to move on to another aspect of the discussion. Or, before discussion, the class can be divided randomly into two groups (pros and cons). Point out that the difference of opinion is the basis of discussion and regardless of the stand one takes, he/she is contributing to the discussion. Emphasize, therefore, that listening to someone with an opposing view is as important a skill as expressing one's views clearly.



Since it is easy to get sidetracked, the following is a suggested lesson plan.

Level: Intermediate to advanced

Class Period: An hour to one and a half hours for each topic.

Goals: To improve speaking, listening and reading skills (vocabulary-building skills incorporated).

Resources: Periodical materials (the editorial section of the newspaper recommended — this exposes students to another style of writing), films, slides and guest speakers (teachers, colleagues, or community members. Students look forward to having guest speakers).

Procedure:

Before Class: Teacher gives each student a copy of the article with a vocabulary list and comprehension questions.

- When showing films or slides, preview them first!
- When inviting a speaker, zero him/her in on the language level and cultural background of the students.

Students:

- 1) Read the article through once to get a mental image of the subject. (Insist that this be done before looking up any words in the dictionary).
- 2) Look up new words in the dictionary.
- 3) Think about and support the stand you are taking.
- 4) One student will prepare to give a brief summary of the reading.

During Class:

- 1) One student will give a brief summary (5-10 minutes) of the article in his/her own words. Although this may be difficult at first, insist that the student do so. It is worth the effort! Students will alternate summarizing the article for each class session. This will give

everyone a chance to speak in a non-threatening situation. Often a student will volunteer to report on the subject of his/her interest.

- 2) Teacher — Explain the vocabulary words or expressions. Do the comprehension questions. Answer any questions on the reading.
- 3) Discuss the issues of the article. Again, since discussions can become "hairy," it is important to allow varied opinions to be heard.

Periodical articles are written for native speakers, thus, reading can be difficult at first. Encourage students that through practice, it will become easier. They usually experience this halfway through the term.

Lorna Porras
Harvard University

Pantomime for ESL Teachers

[Reprinted from the March 1982 ORTESOL Newsletter (Oregon)]

Most ESL teachers use pantomime in one form or another; it is a valuable tool in the ESL classroom, both on an informal basis and in structured situations.

For the teacher who likes to use pantomime in explanations, some basic mime skills can help in creating clear and exact images:

— Keep everything still except those parts of the body which are absolutely necessary for creating the image. This directs the observer's eyes to a *specific* movement.

— Keep things simple. Use the least amount of movement necessary to create the image.

— Use the difference between relaxation and tension to create your image. Don't stay tense: you can only move from tension to relaxation to tension. Watch your hand pick up and set down a real glass of water; then do it with an imaginary glass. How do your muscles work?

— Believe in your illusion! Pay attention to detail; e.g., if you pick up an imaginary glass from an imaginary table, make sure the table is in the same place and at the same height when you set the glass back down.

— Practice pantomime in front of a full-length mirror.

Kay M. Kandrac-Pasa
Portland Public Schools

Cambridge ESL

Fluency Practice

Here are six answers to the question, "How can I encourage my students to speak?"

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Alan Maley and Alan Duff

Recordings of sounds are used to stimulate oral expression. "...very successful."—*TESOL Newsletter*
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Task Centered Fluency Practice

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A variety of exercise types is provided: pre-reading tasks

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- understanding

vocabulary in context

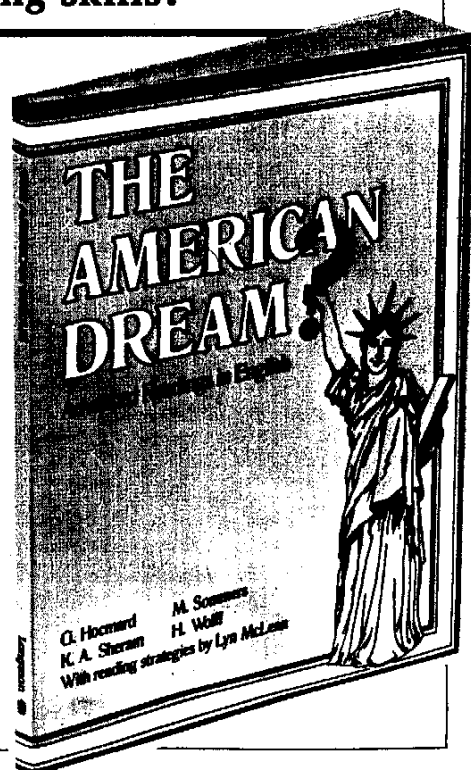
- understanding contextual reference
- inferring meaning
- recognizing figurative language

Contributing writers include: John Steinbeck, Alex Haley, E.L. Doctorow, Art Buchwald, Martin Luther King, Truman Capote, Jack Kerouac, Evelyn Waugh, Ogden Nash, Alvin Toffler, Studs Terkel, and Arthur Miller.

Intended for advanced students, this unique collection of 43 readings graphically portrays the energy and diversity of "the American dream."

Longman 

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New York, N.Y. 10036



Secondary School Concerns

Members of the Secondary School Special Interest Group expressed two major concerns at the Fall Conference.

First, two new MATSOL members find themselves charged with developing an ESL program for low-incidence populations with no money, no faculty or administrative support, and with little guidance from above. In addition, they feel the need to give support to regular classroom teachers with limited English speakers in their classes.

A different concern was expressed by others, who are worried about refugees with scant educational backgrounds who must prepare to be in high school classes with students who have been in school for almost as many years as they have been speaking English. They also discussed the difficulty of determining realistic goals for the students, knowing how to place them in grades, and deciding the basis on which they should graduate.

The SSSIG hopes to meet again at the Spring Conference to share more concerns and give each other more support, in addition to continuing heated discussion on minimal competency requirements for ESL students.

Bambi Zimmerman Good
Framingham Public Schools

CALL FOR PARTICIPATION

MATSOL 1983 Spring Conference

Northeastern University

April 29-30, 1983

The Massachusetts Association of Teachers of English to Speakers of Languages invites proposals from individuals wishing to present papers or workshops at the MATSOL 1983 Spring Conference.

Procedures for Papers and Workshops:

By February 15, 1983, send your proposal to:

Paul Krueger
English Language Center
206 BY
Northeastern University
360 Huntington Avenue
Boston, MA 02115

The proposal must include:

I. One typewritten page containing an abstract of your presentation.

II. One typewritten page which states:

1. Your name, title, affiliation, mailing address and phone number.
2. A 25-word summary of your presentation, suitable for inclusion in the program.
3. Whether your presentation will require 1 or 2 hours.
4. Whether you have a preference for the date of your presentation.
5. A list of all equipment that you will require.
6. The primary audience(s) for whom your presentation is intended.
7. The number of participants that can attend. (Sessions will be considered open unless otherwise specified.)
8. Any special room arrangement which you may require.

Rap Sessions

As a part of the Spring Conference, the Executive Board will schedule Rap Sessions for the major interest groups. These were a popular feature of the Fall Conference which gave members from the various constituencies an opportunity to meet as groups and discuss shared problems.