AN INTERVIEW WITH VIVIAN

CARYL COFFEY: MATSOL has been around for fifteen years and is the fifth largest division of TESOL in the nation. Can you tell us about the beginnings of MATSOL and tell us how it has become so successful?

VIVIAN ZAMEL: The early days of MATSOL were characterized by trying to figure out how to become better. We weren't as well organized. For a couple of years we were trying to think about getting non-profit status so that our mailings could go out in a more efficient, less costly way. We were just trying to establish a great many things that we felt that we should do for our membership, ad hoc in those days. Success has to do with the fact that we've been working on these things for a long time. We finally got the status and the directory and the Job Bank. In those days people just took on these jobs on a year-to-year basis. Things weren't computerized like today.

CC: Everything was totally voluntary?

VZ: Absolutely! Things are still very much voluntary. I think that we view ourselves more professionally now because of the trappings of the organization, such as a very professional looking directory which most of the states do not have.

CC: How about the MATSOL conferences? Could you tell me about some of the presenters you've given over the years?

VZ: Basically I've not only done presentations, but used to be on the proposals committee. In the old days we were very desperate. We never got enough proposals submitted and we'd call our friends to submit proposals for papers. With the professionalism of the organization came the people who wanted to present. Now it's much more competitive. Now there are many people who submit and don't end up giving papers and workshops because of the competition. All this goes hand in hand with professionalism of the people in the area.

CC: Have you thought about your next presentation at MATSOL?

VZ: I have tended to give presentations about the teaching of writing and our research in writing. I imagine I'll continue to do so.

CC: Is it true that you are writing a book or is that just a rumor?

VZ: Not at this time.

CC: How much of a role does UMass have in MATSOL? Could you tell me about the connection between this university and MATSOL?

VZ: The connection between UMass and MATSOL is not so much a connection between this institution and the organization as much as a connection with the people who happen to be at this institution who are also involved in MATSOL. We have used the MATSOL mailing list to draw crowds to our Colloquium Series which included presentations by Del Hymes and Steven Krashen. We try hard to include everyone.

When I was on the board and an officer of MATSOL, there was a close link with this institution. We would promote conferences. We've had two or three conferences here. Another way a connection is made is that I bring into all my graduate classes information about MATSOL and TESOL. People in the program find out about it and join. We make connections in peripheral ways.

CC: How much do you think MATSOL has to do with teacher effectiveness?

VZ: Teachers who feel good about what they do and are knowledgeable about what's out there are going to be better teachers. Belonging to MATSOL makes teachers feel that they're part of a professional group of people who share a body of research and literature.

CC: What did you think of the last conference at SMU that combined MATSOL, MABE, and MaFLA?

VZ: I think it was a great idea. I think we need to make more efforts to join forces in that way. Not all of these organizations are aware of what's going on in other fields. It's very important to cross-fertilize. I think the people in ESL have a lot to contribute to people in Foreign Language and Bilingual Education.

(Continued on page 6)
FROM THE PRESIDENT

“Language and the World of Work in the 21st Century” was the theme of the “first in the country” symposium sponsored by the Massachusetts State Department of Education in collaboration with MATSOL, MAEB and MaFLA. Held on June 13 and 14th at Southeastern Massachusetts University, the conference brought together key researchers, educators, and leaders in the fields of Language Education and Technology. Keynote speakers included Howard Gardner from Harvard who spoke on his theory of multiple intelligences, Barton Thurber from the University of San Diego who spoke on Language and the Computer, Puttse Woodford from ETS who spoke on the Promise of Multiculturalism, and Carlos Yorio from Lehman College in New York on “Creative Collaboration on Curriculum.” MATSOL members may learn more about the symposium at the MATSOL Conference on November 17 and 18. Kudos to Suzanne Irutu and Bill Biddle who represented MATSOL in planning this very successful event.

And speaking of collaborating, TESOL has recently formed a new committee with the National Council of Teachers of English to promote cooperation between the two organizations. MATSOL welcomes their local affiliate, the National Council of Teachers of English (MCTE), and invites them to attend our fall and spring conferences.

LINGUISTS FOR NICARAGUA

Linguists for Nicaragua is an ad hoc organization of North American linguists and language educators that stands in solidarity with the people and revolution of Nicaragua, and in opposition to U.S.-sponsored aggression against Nicaragua. We provide technical and material aid to the following language-related programs and institutions in Nicaragua:

- the Ministry of Education’s Bilingual Cultural Education Program (PEBB) on the Atlantic Coast
- the language departments of the National Autonomous University of Nicaragua (UNAN) and the University of Central America (UCA)
- the Center for the Investigation and Documentation of the Atlantic Coast (CIDCA), a sister institute of the MIT Linguistics Faculty

In January 1986, ten people from Linguists for Nicaragua (LFN) worked on Nicaragua’s Atlantic Coast offering workshops on linguistics and education to over 125 teachers and curriculum developers working there in the bilingual program (PEBB). LFN provided not only technical assistance, but also much-needed material aid to the program. Hundreds of North Americans responded to our appeal last fall for money; as a result, LFN took nearly $4,000 in basic school supplies to the PEBB teachers and primary school students on the Coast in time for the beginning of the new school term.

And speaking of conferences, Suzanne Irutu, Cindy Gimbert, Charlotte Seeley and Sandra Fotinos are busy preparing for our Fall Conference on November 1st. The theme is “Listening with Eyes and Ears” and will include workshops with the latest ideas from leaders in the audio-video field.

And speaking of new ideas, the MATSOL board has recently approved a research proposal submitted by Paul Krueger and Eileen Prince-Nam of Northwestern University to do a study of the status, pay and distribution of employment opportunities for ESL teachers, more specifically, the MATSOL membership. Employment issues have always been a major concern of ESL teachers. In the March of ’84 TESOL Quarterly, Richard Day published a study of the graduates of the University of Hawai’i’s MA program in TESL to determine the number who have remained within the profession, their current employment status, and facts about their salaries. The study was groundbreaking in that no other group has gathered extensive data about ESL teachers per se. Paul and Eileen propose to do a study of a broader sample, the MATSOL membership. We hope you will all take part in this study by filling out the questionnaire when you receive it. Results will be published in the MATSOL Spring Newsletter.

Judith DeFilippo

THE MATSOL NEWSLETTER

Editor: Carol Pineiro
Associate: Mark Stepner
Teaching Ideas: Ralph Radell
Book Reviews: Cathy Sadow
Recruiting: Gregg Singer
Database: Tom Garza
Foreign Correspondence: Jennifer Bice
Layout: Susan Siegel

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

Carol Pineiro
CELOP/B.U.
730 Commonwealth Ave.
Boston, MA 02125

Articles should be typed and double-spaced. Please include bio-data.

Next Deadline: October 1, 1986
DATA BASE APPLICATIONS IN EDUCATION

Word processing software was one of the first applications programs to be widely used in educational settings. Now there is increasing interest in the possibilities of data base programs being used in a number of different instructional settings. Since almost all curriculum areas deal with the storing, retrieving and manipulation of information, it is only natural that as computer resources become more widely available, data base programs are being used from social studies classes to agriculture classes, and even in language classes.

The December '85 issue of A+ carried a thoughtful article by David Thornburg (the inventor of the Koala-Pad touch tablet) on a new kind of data base. Thornburg describes the possibilities of using an "object-oriented" data base program, called Filevision, as an authoring system for teachers. Thornburg noted that the reason educators don't credit more educational software is because "traditional programming languages make a distinction between two separate domains: programming and execution." He points out, "the creation of a diagram involves direct manipulation of the instructional medium; the creation of a Logo program (or a lesson in the Pilot educational language) does not." An object-oriented data base makes use of graphic images to mark classes of information. It is much easier then, to set up an educational data base for lesson presentation.

Thornburg gives the example of a lesson on the solar system where the initial data base contains objects for the sun and planets with appropriate information that can be accessed by "clicking on" each object. Because Filevision has the ability to link several data bases together, students can also focus in on a more detailed data base of each planet, with a new field of objects marking additional information. Contact: Telos Software Products, 3420 Ocean Park Blvd., Santa Monica, CA 90405 USA. PH. (213) 450-2242.

Comment: In language classrooms, such a data base could have ready application to the presentation of vocabulary in context, with the meaning of key words [and their correlations] portrayed as interlocking semantic networks. The graphic nature of the data base could also lend itself to TPR-type lessons. The manipulation of the program by the use of the mouse pointing to graphic images would facilitate accessibility for low level ESOL students. This is another example of the modification of traditional computer materials in ways that will in the future make the computer increasingly accessible to those outside the computer science community. At present, Filevision is only available for the Apple Macintosh, due to its intensely graphic nature. However, as the GEM interface is increasingly accepted for use on MS-DOS and PC-DOS machines, we will probably see something similar in terms of a graphically-oriented data base coming out for IBM-compatibles in the next year or so. Computers with less than 256K of RAM probably won't be able to use this kind of software.

MARK YOUR CALENDAR FOR:

- MATSOL FALL CONFERENCE
  Saturday, November 1
  North Shore Community College
  Theme: Listening with Eyes and Ears

- MaFLA FALL CONFERENCE
  November 7 and 8
  Newton Marriot

- MABE FALL CONFERENCE
  November 14 and 15
  Sheraton Boxborough

- NYS TESOL
  New York University
  November 14
  Fordham University

- MCHE
  March, 1987
  TBA

- MATSOL SPRING CONFERENCE
  April 3 and 4, 1987
  Northeastern University

- TESOL 1987 CONVENTION
  April 21-25, 1987
  Fontainebleau Hilton, Miami

MATSOL SPECIAL INTEREST GROUPS

At the Fall Conference on November first, MATSOL will be offering roundtable discussions for the following special interest groups. If you are interested in participating in any of these you are welcome to attend!

1. Refugee concerns
2. Socio-Political Concerns
3. Authors (Material Writers)
4. Computer Assisted Language Learning
5. ESL in Adult Ed
6. Program Administration
7. ESOL in Elementary Ed
8. ESOL in Secondary Ed
9. ESOL in Higher Ed
10. ESOL in Community Colleges

Please send CALL articles to Tom Garza, ESL Dept., Sever Hall, Harvard University, Cambridge, MA 02138.

The Massachusetts Bilingual Education Conference

Sponsored by:
The Massachusetts Association for
Bilingual Education
The Office for
Citywide Bilingual Programs,
Boston Public Schools

and
The Bureau of
Transitional Bilingual Education,
Massachusetts Department of Education

at the
SHERATON BOXBOROUGH INN &
CONFERENCE CENTER
Intersection of Rt. 495 & Rt. 111
November 14 & 15

REGIONAL COORDINATORS
1986-1987

- MATSOL North
  Maureen Harris
  81 West Main Street
  Georgetown, MA 01833
  352-8309
  and
  Judy Nadreau
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  Haverhill, MA 01830

- MATSOL South
  Juanita Brunelle
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- MATSOL West
  Lyn Froning
  935 Bay Road
  Amherst, MA 01002
  431-256-8994

- MATSOL Central
  Judy Friedland
  10 Morey Drive
  Ashland, MA 01721
  881-4303
"WHAT'S THE STORY"

OBJECTIVE: To stimulate meaningful conversation; to develop/analyze temporal and logical organizational skills.

MATERIALS NEEDED: A set of photos, each depicting some type of "story" in progress. (Photos need not be related to one another.) The best photos for this activity would contain an ambiguous element in order to promote lively constructions of an explanation. For example, the photo of a young boy partly blocking the door to what seems to be his house. He is smiling at the camera. Why? Other examples of good "story photos" include:

- A fantasy photo of spacepeople flying over Los Angeles in saucers.
- An ad in which a man is standing between his car (hood up) and a mechanic. The man has a bill in one hand and an amazed look on his face.
- An elderly woman riding a merry-go-round. She looks quite pleased. There are children riding also; they are watching her.
- A man is shaving in his bathtub. The bathtub is in a forest.

National Geographic is an excellent source of "story pictures."

PROCEDURE: (Approx. Time: 1 hr.)
Divide the class into groups of 3-4. Distribute one "story photo" to each group, along with the following instructions:

You must develop a story to go with this picture. Think about and discuss the picture with the others in your group. Specifically, what happened before this picture was taken? (past) What's happening now in the picture? (present) What will happen next or later? (future)

When you story is ready, you will tell it to the rest of the class as you show them the picture. Each person in the group must tell a part of the story. (One way to divide it is by past, present, and future.)

After you tell your story, the other groups will ask you questions about it. Each group must ask at least one question, and you must answer them according to your story. You may have to invent a little more!

You may need to model the activity, especially with lower-level learners. Let the groups go to work for about twenty minutes. The instructor may circulate and assist, but I have found that the best stories develop with minimal involvement from me. I try to confine my help to vocabulary assistance.

When all the groups are ready, get the whole class back together and begin the story-telling! After one group tells its story, the others pose questions; then the next group tells its story, etc. If there is a healthy competitive spirit, the class may vote on the most original or outlandish story.

POSSIBLE PROBLEM AREAS TO BE AWARE OF: As with any conversation activity, the instructor must make sure that everyone gets a chance to speak, while keeping the class moving. Attention to the students' personalities and proficiencies should govern the formation of the small groups. When the whole class is assembled for story-telling, make sure that different members of each group pose questions. Draw out more timid ones!

A word about picture selection:
Although an element of ambiguity is necessary for creative stories, take care that the photos are not to vague. Photos with people or animals in them seem to work better than unpopulated scenes. Photos containing some kind of discernable activity get students talking, whereas strange patterns and shapes do not unless they are juxtaposed with a recognizable being or event.

Finally, try to complete the activity in one day. Enthusiasm may fade overnight, especially if some group members are absent the next day.

FOLLOW-UP ACTIVITIES: Writing and role-playing are excellent ways to follow up "What's the Story?" Students may write their stories down, with careful attention to temporal and logical organization. Students may also work in pairs and compose dialogues to accompany their stories. These may then be acted out.

ADDITIONAL COMMENTS: This activity can be simplified or complicated as per the abilities of the students. In a shorter version with simple photos, advanced students can have a wonderful time while increasing their fluency of expression.

"What's the Story?" provides entertaining stimulation for students to use what they know, develop more vocabulary, and think on their feet. It permits the instructor to hand over the reins and enjoy the results.

Nicole Sage Cormen teaches at Oficina Hispana de la Comunidad in Jamaica Plain.

This column discusses techniques and approaches in ESL teaching. Please send your ideas to: Ralph Radell, Bunker Hill Community College, Boston, MA 02129.
Students do L/S homework of many varieties: from watching the news and taking notes, to calling for information, to talking to Americans about seasonal topics.

The book introduces each lecture with some vocabulary, first in clearly defined contexts and then in the lecture sentences. Other sentences are given for student mimicry/retention practice; the student hears the sentence and tries to repeat it.

The lecture is heard again and the students take their own notes. This time the lecturer stops every paragraph or so and another speaker repeats certain key words to check the students' notes.

After the lecture are multiple-choice and true-false questions and some discussion questions which will be used in small group discussions with half of the students participating, and the other half taking notes from partners.

(Reprinted from the TTT Review, March 1985.)

Philip Less

Please send book reviews to Catherine Sadow, 109 Tappan Rd., Brookline, MA 02146.

El Recreacional

Grammar

PIECES AND BITS

Many things are already illegal and recent Supreme Court decisions seem to suggest that soon many more will be. While this may seem pernicious to a whole lot of people, it is at least reassuring that those among us who yearn to impose their esthetics upon others are all aquiver. I, for one, see no just cause why the new policies are now free to roam America's bedrooms in search of indecency. Nickels act, they should not also be set loose among our typewriters and word processors to search out indecent speech acts.

Crimes against language, however, are more subtle, complex, and resistant of identification than those against nature. Nonetheless, a tradition exists: some language acts are proscribed by law. For example, certain salacious monologues may not be transmitted through the public air; liable and slander laws prohibit the knowing promulgation of damaging falsehoods; blasphemy laws in several states forbid our tongueflashing the Almighty; and professional licensing laws make the giving of legal or medical advice by amateurs a crime.

These laws, though, touch more on the consequences of language acts upon the esthetics involved. And thereby an opportunity is lost. Why, I ask, should people who use expressions such as "kids of all ages" and "eighty years young" not be actionable under the law? Why should the following (and thus now prohibited) act not be actionable under the law: Shear Power Salon, Drink's House of Style, Fresh Hair, Hair Alive, Hair at Last, Hair Construction, Hair Fair, Hair Port East, Harline Studios, Hair's My Place, Headlines, Heads First, Shear Art, Shear Paradise, Super Ego Hair Salon? Why should the verb "to share" not be prohibited altogether?

What this country needs, aside from a good winter tomato, is a properly constituted body empowered to take criminal action against such linguistic malefactors. Let us call this body the Sprachpolizei; the Tuatonic lends a certain aroma of seriousness to the endeavor, and the name itself makes explicit its purpose. Let us then unleash this body on the malapropists, soliloquists, bromide-mongers, and mispronunciations that infect our national life. Only then may we pass freely through our public ways without the nagging fear that we may be forced to "interface with our direct report" or "commit to a meeting". Only then will our supermarkets fear to demand "less than eight items" in their express lanes. Only then will "old" and "air conditioned" recover their participial endings.

In particular, I would like to commend the following two passages to the attention of the Sprachpolizei:

1. We require a responsible, organized, self-starter. Being a small company, you will interface with all departments.

   Ad in the Tab

   Should the presence of the self-starter, interface, and a dangling participle in a single utterance not be cause for mandatory incarceration?

   2. While audiences may be stricken by her (Grace Jones) appearance, as ferocious as it is self-styled, the actress/singer stresses that she loves the arts "because they have no boundaries and allow me total freedom.”

   The Boston Globe

Despite as ferocious as it is self-styled and actress/singer, this offense is less serious than the former; the problem is with stricken and this is a fairly complex problem. For our purposes, the verb to strike has two meanings: to afflict, as a disease does, and to make a strong impression. These two meanings share the same present and preterit but have different past participles, stricken for the former and struck for the latter. I do not think that the writer meant to imply that Ms. Jones' appearance was affecting but rather that it was striking. This is not easy, though, and mercy must be shown. A mere fine and probation should do, I would think.

Perhaps, dear reader, you do not share my dream of the Sprachpolizei or even think it a legal possibility. I would ask that you only bear this in mind: The average age of the Supreme Court was 68 at last count. The strong may triumph yet.

Objections, loathings, comments, or contributions may be sent to:

Gregg Singer
CELOP
730 Commonwealth Ave.
Boston, MA 02215

TESOL NEWSLETTER EDITOR

Teachers of English to Speakers of other languages (TESOL) invites applications and nominations for the position of editor of the TESOL Newsletter. The editor, in concert with the Editorial Advisory Board, will be responsible for producing up to six issues a year, a maximum of 32 pages each, including special supplements.

Applicants should have
1) experience in newsletter editing;
2) experience in a range of TESOL-related activities; and
3) employed full-time, the assurance of some institutional support, such as released time and or secretarial support.

The appointment is for three years, with the possibility of renewal for an additional two years. The starting date is April 1, 1987. The new editor will work with the present editor on the June and August 1987 issues and will assume full responsibility beginning with the October 1987 issue. An annual budget for the TESOL Newsletter, approved by the TESOL Executive Board, includes items to cover expenses for the TN and a $5,000.00 honorarium to the editor.

To apply, send a letter of application and resume containing at least three references. Please include samples of publications edited. Send by November 1, 1986 to:

TESOL Newsletter Editor Search Committee
C/o JoAnn Crandall
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037, USA

Send Nomination to the same address as by October 1, 1986.

For further information contact:

Julia Frank McNell, Publications Manager
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5
SONY’S NEW HIGH TECH SAME OLD PRICE LANGUAGE LAB

High technology doesn’t have to be a budget buster. Sony’s new LLC-4500/ER-5030 language lab system proves it. A simple straightforward CPU* controlled instructor console matched to a CPU controlled student recorder provides automatic operation at competitive pricing. CPU control means you don’t have to worry about mastering a sequence of knob turning, switch settings and volume controls. If you can set your microwave oven, you’ll be a whiz on the Sony LLC-4500 instructor console. Best of all, you get to concentrate on the job you know best, teaching! The LLC-4500 also includes provisions for video programming, automatic program transfer, semi-auto monitor scan and other features. Also, Sony’s ER-5030 student recorders are computer compatible. Add the CAX-50 interface adapter now or in the future and you have interactive audio for your computer assisted language instruction (CALI).

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