

# MASSACHUSETTS NEWSLETTER

Massachusetts Association Of Teachers Of English To Speakers Of Other Languages

VOL. 16, NO. 2

FALL 1988

## The Framers Knew Best

by Thomas Ricento  
University of Colorado at Denver

The proliferation of "English as the Official Language" ballot initiatives throughout the United States is a sign of the times. A sluggish domestic economy, the erosion of foreign markets, an enormous national debt, and a mushrooming trade deficit portend significant changes in national life. Spokespersons and supporters of "English as the Official Language" initiatives see the dramatic increase in Asian and Hispanic immigration as a threat to their political and economic power.

R.E. Butler, PhD, in a special report for the Council of Inter-American Security (1985), claims that the dramatic increase in the Hispanic population poses a security threat to the US. He says, "...Chicano... activists of the 1960s and 1970s resurrected the dream of a Hispanic homeland in the southwestern United States...(called) Aztlan.... Indeed, forces outside our national boundaries could very well help Aztlan become a reality" (p.2). He refers to the "...growing menace of Soviet bloc forces in Nicaragua and the inevitable exportation of the Communist revolution to adjacent states, including Mexico" (p.2). Butler quotes a Dutch criminal psychologist, Dick Mulder, who says, "there is a danger that the language situation could feed and guide terrorism in the US" (p.9).

Supporters of Official English imagine a time when America will be divided into ethnic and linguistic "ghettos" that will vote in blocs and share interests and agendas antithetical to the national interest.

Supporters of Official English may view bilingual education programs as coddling "lazy" language learners and promoting ethnic separatism.

Quoting again from R.E. Butler: "By it (bilingual education), students are molded into an ethnically conscious constituency. Pride in their heritage and language, and an allegiance to their roots rather than their country helps to diminish a sense of Americanism.... A dependence on the home language and culture plays into the hands of unscrupulous politicians by isolating Hispanics" (p.8). Bikales and Imhoff (1985) decry "...the breakdown of institutional support for assimilation, symbolized by the growth of bilingual education and bilingual voting and the controversy surrounding

seemingly innocuous congressional proposals to recognize English as the official language of the United States..." (p.10).

In the scenario depicted by Butler, Bikales and Imhoff, S.I. Hayakawa, and other spokespersons for US English and related groups, public discourse will break down, and national consensus and unity will be destroyed. Proponents believe that the adoption of English as the official language of the country will avert this nightmare.

If we examine these claims in light of American sociopolitical history and current research findings in linguistics and pedagogy, we must conclude that such fears are unjustified. If promotion of national unity is the goal of the US English movement, shouldn't money and energy be spent on enterprises more productive than English-only legislation?

Four claims are often made by groups such as US English; I answer them relying on current educational research, American political and social history, and common sense.

(1) **Bilingual education does promote English proficiency.** Here the counterevidence is quite clear. Development of mother tongue language skills facilitates the development of a second language, and concepts learned in one language transfer to the other. Children from middle to upper-middle class families whose mother tongue is the minority language—like Anglophone Canadians—can benefit from immersion language programs. In the US, however, children from disadvantaged backgrounds whose mother tongue is a minority language and who face discrimination by the majority culture need to develop their native language skills prior to developing skills in a second language. Using the language that children bring with them to the classroom as a point of departure dramatically improves the development of English skills while reducing the negative effects of discrimination on students' self-image and self-confidence (Documented at The Rock Point Community School bilingual elementary program with Navajo children (Vorih and Rosier, 1978), and in the Carpentina, CA, Spanish-only preschool program (Campos and Keatinge, 1984)). Another study on the effects of bilingual program models of language acquisition by Spanish-speakers found that programs with balanced language input are most facilitative

for both Spanish and English acquisition by children (Legarreta, 1979).

(2) **The goal of bilingual (Spanish-English) education is not to create a separate and powerful constituency.** The belief that the hidden agenda of bilingual education is to create a particular constituency based on identification with a particular language assumes that speakers of a common language think and act alike and have similar education, value systems, and political agendas. This is simply false. Research has shown that people identify more with their socioeconomic class than with ethnic group membership. Spanish-speakers and Chinese-speakers are no different in this respect. In areas such as Miami, where there is a significant Spanish-speaking population, it can be expected that Hispanics will achieve political and economic power commensurate with their numbers as is the way of American politics. Furthermore, free market forces will dictate the degree to which English is the language of business; if one's customers speak a given language, then it behooves the merchant to speak the language. This is the American way. When free market forces do not favor a particular vested interest, they are questioned, and remedies such as protectionism—economic and linguistic—are proposed.

(3) **Ethnic identity does not result in bloc voting.** For proponents of Official English, Spanish-speaking means Hispanic—a supposedly homogeneous, monocultural, monoethnic, monolingual group whose members identify with a common language more than they identify with anything else. In reality, Spanish-speakers are probably more diverse in terms of cultural, ethnic, and racial background than "Anglo" Americans. To say that a shared linguistic heritage results in common values, beliefs, and voting behavior is like saying all native English speakers think, act, and vote the same way. Perhaps the fallacious assumption here is the belief that if all newcomers speak English, they will think more logically and more alike.

(4) **America has never been unified by a common language.** The framers of the Constitution saw no practical value in the adoption of an official language. Language diversity was not only tolerated, but it was also seen as economically and politically advantageous in colonial America. Thomas Jefferson urged his daughter to read French

(continued on back cover)

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

Executive Board, 1988-89

**PRESIDENT**

Suzanne Irujo  
Boston University

**VICE-PRESIDENT**

Sandra Fotinos  
Northern Essex Community College

**SECRETARY**

Dee Dee Magers  
North Shore Community College

**TREASURER**

Mary Doolin  
Newton Public Schools

**NEWSLETTER EDITOR**

Linda Schulman  
Needham Public Schools

**ASSOCIATE EDITOR**

Stephanie Cohen  
Newton Public Schools

**PAST PRESIDENT**

Mary Christie  
Pine Manor College

**REPRESENTATIVES**

*Adult*

Elsa Auerbach  
U. Mass. - Boston

*Elem./Sec.*

Rosalie Porter  
Newton Public Schools

*Higher Education*

Ralph Radell  
Bunker Hill Community College

Wendy Schoener  
U. Mass. - Boston

*General*

Gwen Blackburn  
Medford Public Schools

**JOB BANK**

Betty Stone  
SCALE

**THE MATSOL  
NEWSLETTER**

Editor . . . . . Linda Schulman  
Associate Editor . . . . . Stephanie Cohen  
Recreational Grammar . . . . . Bill Biddle  
Database . . . . . Adrienne Saltz  
Foreign Correspondence . . . . . Jennifer Bixby  
Book Reviews . . . . . Pamela Dill  
Photography . . . . . Carol Pineiro

This is a regular 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:

Linda Schulman  
48 Arnold Road  
Wellesley, MA 02181

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

Next deadline, December 15, 1988

# From the President

The new year on the calendar comes in the middle of winter, when short days and bad weather leave us most in need of a promise of better things to come. We resolve to go on a diet, quit smoking, watch less television, learn a new language; these resolutions fade almost as quickly as the winter sun.

Nature's new year comes in the spring, when warm days, green grass, and flowering buds bring us the promise of new life after winter's doldrums. We resolve to take up jogging, clean the house, go for walks in the country, plant a garden; we actually do some of these things.

A teacher's new year comes in the fall, when new classes and new students give us the chance to begin again, to renew our commitment and our creativity, to make this year a little better than last year. We resolve to teach less grammar, teach more grammar, talk less, get the students to talk more; most of us keep our resolutions. Teaching is one of the few professions which provides a new beginning every fall.

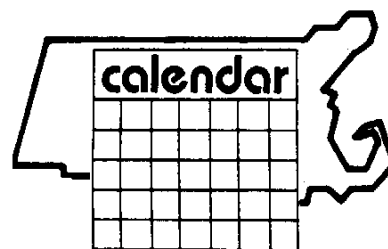
For Massachusetts language teachers, fall also brings our annual round of local conferences. A dedicated conference-goer could choose from the New England Association of Teachers of English Fall Conference (Sheraton Tara Nashua, October 20, 21, 22), the Conference on Language Development (Boston University, October 20, 21, 22), the Massachusetts Foreign Language Association Fall Conference (Sheraton Sturbridge, October 28, 29), and of course our own MATSOL Fall Conference (Roxbury Community College, November 6). Attending conferences sponsored by other organizations is a wonderful way to keep informed of developments in related areas of language teaching. It also provides an opportunity for dialogue with colleagues working with different student populations.

Dialogue of this kind will be one of many benefits which public school language teachers can gain from attending the third in a series of collaborative training activities jointly sponsored by matsol, mabe and MaFLA. This year there will be two training institutes, one in the fall in the eastern part of the state and one in the spring in the west. They will focus on the principles and conditions of language and literacy development, as outlined in a

document recently developed for the State by representatives of the three organizations. The Fall Institute will be held on November 14 and 15 and December 9, at the Greater Boston Regional Education Center. It is being funded by a Board of Regents Title II grant to Boston University, so there is no cost to participants beyond their travel expenses. Further information can be obtained by calling Gilman Hebert at 617-641-4870.

One of the principal goals of the continuing collaborative effort among our three professional organizations is to encourage dialogue among language teachers. All of us can work toward this goal. We can ask colleagues who are not ESL teachers about their students, their classes, their teaching; we can share with them information about our students, our classes, our teaching. We may end up discussing tips for classroom management or teaching techniques; we may get into attitudes, prejudice, politics. Let us include among our fall resolutions an effort to open paths of communication with other teachers, to share what we have learned, to learn from them. We will come away with a better understanding of each other's problems and of issues affecting our students.

Suzanne Irujo



New England Association of Teachers of English Fall Conference

October 20, 21, 22

Sheridan Tara, Nashua

Conference on Language Development

October 20, 21, 22

Boston University, Boston

Massachusetts Foreign Language Association (MAFLA)

October 28, 29

Sheridan, Sturbridge

MATSOL Fall Conference

November 6

Roxbury Community College

TESOL '89

March 7-12

San Antonio

Chapter 188 Grants Program, Bureau of Education Technologies, Massachusetts Department of Education: funding for developing and implementing programs using technology in regional and local public schools

Application deadline: April 14, 1989

Contact: Susan Hargrave (641-3710)

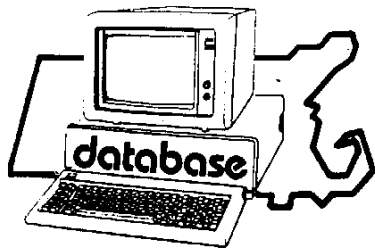
Massachusetts Association for Educational Media (MAEM) contest for best student-produced video production

Application deadline: June 1, 1989

Contact: Laurie Wodin (508-529-6408)

## Congratulations:

Virginia Vogel Zanger has been awarded first place in the Outstanding Dissertations Competition sponsored by the National Association for Bilingual Education. Her research explored the experiences of bilingual high school students, concluding that the extensive stigmatization which they perceived on the part of members of the dominant culture had negative effects on both their English language learning and on their academic achievement.



# Computers and Language Learning

by Norman Johnson, CALL Digest

## Introducing Word Processing: 10 Steps

If your institution has not yet introduced word processing on computers to students in general, here are ten guidelines you may find helpful.

1. Help students appreciate the need to revise. This can be done by having students complete some writing assignments with pen and paper, including revisions for corrections, directly before introducing the computers and the word processing software. Some classes have had success using peer reading groups to check student writing and mark possible corrections. This tends to increase student awareness of the need to revise their work.

2. Get over the keyboard barrier. All students are capable of learning basic keyboarding skills on their own in 6 to 10 hours, given an appropriate keyboard skills tutorial program. Don't emphasize keyboard speed, avoid timed exercises, but do provide the opportunities to learn basic keyboarding skills for all students.

3. Choose an appropriate word processing program. Whether to go for ease of use or word processing power is a difficult question. Make a list of the kinds of writing activities and the word processing features needed to complete them. Do you really need the capability to put footnotes at the bottom of each page? For students with limited English proficiency, it is probably more important to go with a program that gives ease of use. This is important so that students can become productive as soon as possible, and thus realize the benefit of working with the word processing software.

4. Give students adequate training. Students need step-by-step instruction, spread out over a number of sessions. Many of the concepts associated with computers will

initially be quite alien to students. For example, the concept of computer files, naming files, saving files to disk and yet having them remain on the "desktop" can be confusing even to native speakers. Use real objects such as file folders to help students grasp these new concepts.

5. Make use of the student's first writing assignments on the computer to gradually teach and reinforce features of the word processor. One example of such an assignment useful in esol settings is for the teacher to enter a text all in lower case, and have the students take turns loading the file, adding capital letters, where appropriate, and renaming and saving the file.

6. Systematically teach and diligently emphasize proper hardware and software care. Proper use of the computer components must not be neglected especially at the beginning stages lest students develop bad habits. This generally requires consistent supervision of computer use at least during this learning stage. Be creative! Amusing posters of the "don't fold, spindle, or mutilate" variety can be eye-catching and serve to keep these principles in mind without being heavy-handed.

7. Encourage students to be responsible for their own learning. As soon as they are able, have them keep a file of questions and answers to problems they experience with the operation of the computers or individual programs. Another valuable learning tool is to have students write their own "cheat sheet" of reminders of the operation of the computer. These student-created quick guides will be much more useful than ones created by a teacher.

8. Be creative! Give the students interesting assignments. Make use of the

computer's capability to share information either on an electronic bulletin board, if the computers are networked together, or on a special class disk to facilitate student writing to each other. Dialog journals work well with computers. Some students will have lots they want to write about, but for most, finding a topic that is meaningful to them is the major hurdle. Integrate writing assignments with reading, listening, and conversation class topics not only to reinforce vocabulary, but to also tap into issues that may have been brought to the surface.

9. Make sure the computers are available on a drop-in basis at times convenient to the students. For students to make best use of this opportunity, it will probably require the teacher's presence in the computer room from time to time so that they will feel welcome. It is also crucial that computer room aides clearly understand their role as one of helper, not merely as a provider of materials.

10. Reward student mastery of the word processor. Give computer room licenses to those who have demonstrated that they can operate the program on their own in a responsible way. Most important of all, publish student writing for others to see and enjoy. One of the greatest advantages of the use of word processors is that it is realistically possible to get final drafts of student writing that actually look clean and presentable. Take advantage of this power and you will have motivated student writers.

Please send Database articles to Adrienne Saltz, CELOP, Boston University, 730 Commonwealth Ave., Boston, MA 02215.

## ESL from the Learner's Perspective



Dr. Vivian Zamel  
plenary address speaker at  
MATSOL Conference

"ESL from the Learner's Perspective" is the theme of this year's Fall MATSOL Conference, to be held on Saturday, November 5, at Roxbury Community College. Long-time MATSOL member, Dr. Vivian Zamel of the University of Massachusetts/Boston will give the plenary address entitled, "Learning with Learners: Towards a Pedagogy of Questions."

New features of the conference this year include student participation with students presenting their work and discussing classroom experience at several sessions, and teacher problem-posing sessions where teachers target a specific concern or issue that they would like to discuss with others sharing the concern. These sessions will include issues like teaching about AIDS, responding to the English Only movement, advising and

assisting classroom teachers with ESL students, and the role of the ESL teacher in the secondary/elementary school. Anyone interested in forming a problem-posing group to address a particular concern, please contact Elsa Auerbach at 929-8300. In addition, there will be interest group meetings and publishers' exhibitions.

We are especially fortunate to be able to hold the conference at Roxbury Community College's beautiful new campus which just opened this fall. It is located at 1234 Columbus Ave, Boston, and is easily accessible by car (with ample parking) and public transportation (Orange Line, Roxbury Crossing stop). A buffet lunch will be served on site (for \$7.50, available only to those who pre-register); we strongly encourage you to

(continued on page 5)



# My Experience as a Foreign Student in Paris

by Tom Golden

Since the age of seven, when my family moved to Uganda, I have been fascinated by African language and culture. I picked up some Kiswahili, the lingua franca of East Africa, from my schoolmates and later mastered the Kenyan national anthem. I read as much as I could on Africa and I found my interest becoming focused on French West Africa.

In college, I studied the one West African language that was offered at Columbia University, which was Hausa. Hausa is spoken in Northern Nigeria and Southern Niger, and plays an influential role in commerce in all of West Africa. It is spoken as a first language by 50 million people.

By my sophomore year at Columbia University, I had decided two things: to major in anthropology and to study at a French West African University. My assistant dean was enthusiastic about my plans; however, there were major obstacles. First, my French was poor and the only exchange program to a West African University, run by Kalamazoo College of Michigan, required three years of college French, which I did not have. Second, Columbia University rarely gives transfer credit for courses taken at the finest universities in the United States; credit from an unknown university in Africa was clearly out of the question. Finally, l'Université de Dakar of Senegal and l'Université d'Abidjan of the Ivory Coast required all application materials in French.

After a tremendous effort on my part, the deans, professors, and the registrar's office agreed to my plan to attend college in French West Africa. Applications, letters of recommendation, and transcripts, all in French, were sent to l'Université de Dakar and to l'Université d'Abidjan. To prepare myself for a French-speaking university in West Africa, I studied at Middlebury College's intensive French language summer school. Then, I set off for a semester at l'Université de Paris.

I arrived in Paris poorly prepared both emotionally and physically. I had a terrible cold and had mistakenly assumed that it would be easy to adjust to a foreign culture. My French was poor, despite two years of college French and intensive summer training. I found a college dormitory just outside of Paris and made fast friends with my French roommate. The other students laughed when I talked to them and I later discovered, to my chagrin, that my roommate had been purposely teaching me awkward and embarrassing French. After this initial blow it was time to get enrolled at l'Université de Paris and select courses. I was delighted to find that Paris was full of West Africans and that l'Université de Paris offered a wide selection of

courses on Africa.

From my Hausa professor at Columbia's Teachers College in New York, I knew that Claude Gouffe taught Hausa at l'Institut National des Langues et Civilisations Orientales (the National Institute of Foreign Languages and Civilizations) at 2, rue de Lille in the seventh section of Paris. Once in Paris, I bought a map, and, while looking for the Institute, I passed "Les Deux Magots", a cafe where poets and artists met, and l'Eglise de Saint Germain des Pres, one of the oldest churches in Paris. Very close to the Institute, there were many sophisticated people enjoying espresso and endless conversation. I located the Institute, which was just one block from the Seine river, and found it enchanting. The building was very old, with polished hardwood walls, Persian carpets and white marble handrails. After a cordial welcome from the receptionist, I knew that I wanted to study there.

I found Professor Gouffe and told him that I would like to study Hausa. He had trouble understanding me and he told the registrar, "As you can see, he does not understand French." I piped up that I understood that, and negotiated my acceptance. Next came the really tough part: studying an African language taught in French.

Professor Gouffe told me about his course in front of the other students and to everything he said, I replied, "Ah bon." I heard chuckles and Riyahd, one of the other students, later explained that "Ah bon" meant "Oh really." The teacher was very distant despite the fact that, at most, five students showed up for class. On one occasion I was the only student present; when I asked a question, I was told not to interrupt the lecture.

We had four hours of lecture with the professor and four hours of oral practice with a native speaker per week. The lecture consisted of meticulous explanation of grammar and syntax with only one example in Hausa given for each rule. There was no text and no French-Hausa dictionary. The native speaker had us repeat sentences over and over and over, with no application to conversation. In addition, we were responsible for thousands of vocabulary words which were never used in class.

It is hard to study a language with no one to practice with. I included Hausa proverbs in my letters home. My friends in the dorm flashed note cards with Hausa/French vocabulary. When something surprised me, I would think of the appropriate phrase in Hausa like; "abin mamaki," which means, "thing of astonishment." My friends were entertained by my Hausa study and they quizzed me on Hausa language and culture.

What helped the most was to make friends with Malam Awwal, a native Hausa speaker from Sokoto, Nigeria, who was living in Paris. Sokoto is in North Western Nigeria and has a very rich tradition of folklore. Kano is the capital of Hausa Territory and thus the saying, "Kano chibiyar duniya," or "Kano is the heart of the world."

Malam Awwal took me to a Nigerian student conference in central Paris, and showed off my Hausa to all who would listen. I met several diplomats there, one of whom invited us to visit him at home in the sixteenth section of Paris, which is a very wealthy area. He promised us videos of Hausa territory and plenty of language practice. When Malam Awwal and I arrived we were treated to several hours of "Soul Train" and, much to my embarrassment, I got James Brown and Barry White confused. The wife and children scurried in and out of the living room with beverages. In Hausa culture the wife and children do not interact with adult male visitors.

Three place settings were made and our host asked me, "ko kana con abinci?," "so you eat now?" I did not see room for everybody to eat so I hesitated. I soon discovered that only adult males ate at the dining room table, and that the wife and children snacked in the kitchen. The Hausa diplomat, Malam Awwal, and I chatted late into the night.

I was never accepted at l'Université de Dakar nor at l'Université d'Abidjan so I studied African studies at l'Université de Paris for a year and a half. For four hours Professor Gouffe drilled me on obscure vocabulary and grammar. He seemed frustrated with me and I wondered if he would pass me.

When it was all over, he asked me if I would like some tea. We talked in depth for five and a half hours and by the end I felt very close to my teacher. His life had been tough: his family suffered greatly during the German occupation of France during World War II. At age fourteen, his father was taken away by the Nazis. His father was presumed dead but showed up four years later, after the war, down-trodden. The war was hard on the French, and the humiliation of the Vichy government was the crowning insult. Professor Gouffe loved Charles DeGaulle for both his part in the French Resistance and his two positive presidential terms. Monsieur Gouffe said that he never felt such a feeling of liberty as when DeGaulle was president. During his office, Africans from French colonies did not need papers to work, study, and live in France.

Claude Gouffe was by no means an armchair scholar. He spent several years as a French teacher in Senegal and later in Niger.

(continued on page 5)

## Foreign Correspondence

(continued from page 4)

He was so fascinated with linguistics and Hausa language in particular that he studied for his doctorate in Hausa language and went on to be France's sole Hausa professor. He was partially deaf, which made language acquisition difficult. Not only had he picked up the language, but also a deep feeling for the people and the terrain. He was called "Giwa," elephant, by the children of Niger, a title of great respect. He hoped I would continue to study Hausa, which I did not. There are very few positions in the world for Hausa professors and many more applicants than positions.

I passed my Hausa class with honors. I learned more French in Hausa class than Hausa. Professor Gouffe was quite an accomplished grammarian and even the French students improved their usage. The French national students both from my Hausa class and African history classes were a tremendous resource. We used to sit in cafes and discuss everything from our most and least favorite African leaders to the most stylish boubous (African gowns). We went to African dances, dinners and political events. Four years later, I keep in touch with only one friend, but I have a base with which to understand the current events and history of several African nations.

I do have a conscience and I feel very deeply for foreign students. Culture, language, and national rivalries and prejudices make it very difficult for an international student to pursue successfully an education far away from his/her home country. Based on my experiences in Paris, France, I have a tremendous respect for foreigners who study in this country. I never made it back to Africa, but studying Hausa in Paris was challenging enough.

*Tom Golden is a Teaching Assistant in the Adult Basic Education Program at the Jackson-Mann Community School. He is also a Tutor in TAG, Talented and Gifted Hispanic Program at Boston Latin Academy.*

Have you had an interesting experience abroad? We are looking for articles! Topics can include teaching, culture, learning a foreign language abroad, living abroad, etc. If you have an idea or an article, contact Jennifer Bixby, World Language Division, Addison-Wesley Publishing Co., Reading, MA 01867. Phone: 944-3700 X2482. Thanks a lot!

### *Do we have your current address?*

The Post Office will neither forward bulk nor return it to us, so without your current address you'll miss the NEWSLETTER and MATSOL notices. Please send corrections to:  
Mary Doolin, 31 Mountfort Road,  
Newton, MA 02161

## TIME: WE THE PEOPLE

**SELECTED ESL/EFL READINGS THAT INTRODUCE THE UNITED STATES TO ITS NEWEST CITIZENS.**



This fascinating collection of specially selected articles from recent issues of *Time* magazine is unique, exciting reading and culture text for ESL/EFL students at the high intermediate and advanced levels.

Students will be delighted in viewing the United States and its people through the eyes of *Time* magazine. America's leading news-weekly, 46 interesting, informative articles have been selected for the reader... grouped into seven critical categories that reflect various aspects of contemporary life in the United States: *Lifestyles, Education, Environment, Science and Technology, Health and Fitness, Sports and Entertainment, Fads and Fashions.*

Each article is accompanied by pre-reading background notes on culture and vocabulary, plus a variety of post-reading questions and activities that encourage students to practice and develop their English language skills as they discuss the topics presented in the

articles. Numerous photos, illustrations and graphs accompany each article as well, providing

added stimulating subjects for discussion and comparison with the students' homelands and culture.

*TIME: WE THE PEOPLE* addresses a wide range of contemporary American issues and interests, opening the curtain onto the vast panorama of our culture and society. From traffic jams to smoking bans... from computer games to cosmetic surgery, this new reader is ideal for your ESL/EFL classroom.

Softbound, 8½" x 11", 160 pages,

#7461-5

\$12.95

Teacher's Manual, #7462-3

\$7.95



**National Textbook Company**

a division of *NTC Publishing Group*

4255 West Touhy Avenue

Lincolnwood, Illinois 60466-1975

TOLL-FREE 1-800-323-4900

(In Illinois, 1-312-679-5500)

Free catalog upon request

Available January, 1989

## ESL Learner's Perspective

(continued from page 3)

pre-register as there are no restaurants within easy walking distance (or brown bag it!). On-site childcare will also be available, but only for those who sign up through pre-registration.

In the spirit of the conference's theme, we hope this day will provide a forum for students' perspectives. Our goal is to inform teachers' practice, and we strongly encourage you to bring students, as well as colleagues and friends who have never come to a MATSOL conference before. Pre-registration is \$15.00 including the cost of lunch; pre-registration for students, volunteers and presenters is \$7.50 including lunch. On-site registration is \$10.00 with no lunch available. For more information, call Wendy Schoener or Elsa Auerbach at 929-8300.

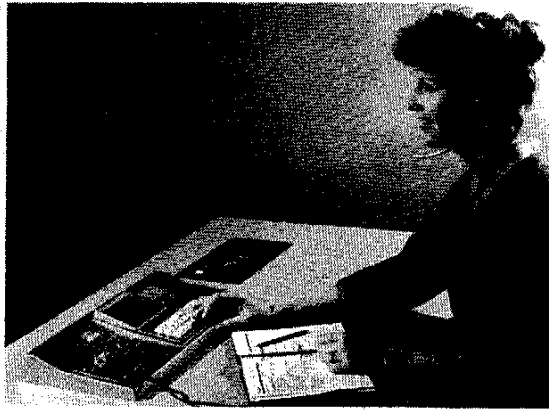
Elsa Auerbach

### *New Policy on Membership Renewals*

In order to curtail our costs, MATSOL will send only one renewal notice prior to the expiration of your membership. This will be the only notice you will receive. Your name will be removed from our computer list unless you respond before the last day of the month in which your membership expires. Please help us by sending in your dues as soon as you receive your renewal notice.

*Thanks!*

# WICOM PRESENTS THE BUDGET FRIENDLY LANGUAGE LAB



Now you can have the quality of a wired lab at a wireless price. WICOM, using advanced electronic techniques has produced a modern, no nonsense, easy to operate language lab. The compact MC-8501 Master Console has all the features you

need and expect, plus others such as four program output and LIBRARY, automatic monitor scanning and an analyzer which allows you to check student comprehension quickly and easily.

WICOM can provide not only booth amplifiers for audio-active capability but also booth recorders for audio-active-compare. Plus they can be mixed in any combination in your installation, so you can challenge both your average and advanced students.

So it's hello WICOM features and flexibility, goodbye wireless batteries and stray interference.

Call us for the name of the dealer nearest you who will be happy to show you the advantages and cost effectiveness of a WICOM wired language lab.

**educational electronics corporation**

P.O. Box 339 • Inglewood, CA 90306-0339 • 1(800)553-7669

from the authors of **SIDE BY SIDE . . .**



**Steven J. Molinsky • Bill Bliss**

**A new functional English program that offers . . .**

- integrated coverage of Functions, Topics, and Grammar
- lively, realistic conversational practice
- imaginative illustrations and easy-to-use format

Book 1, Book 2, Book 3 (A & B) Access Book, Workbooks, Guide Books, Audio, Picture, and Testing Programs

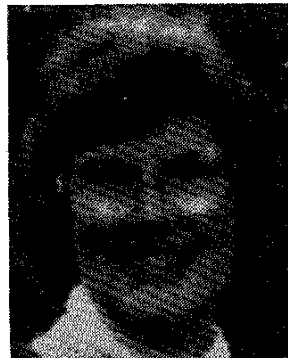
**PHR**  
PRENTICE HALL REGENTS

**For further information, write to:**

Betty E. Colt  
ESL/EFL Marketing  
Prentice Hall  
Englewood Cliffs, NJ 07632



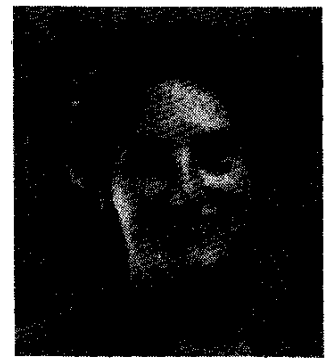
Suzanne Irujo  
*President*



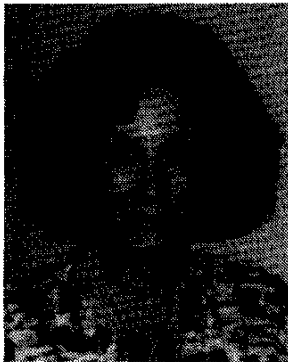
Sandra Fotinos  
*Vice-President*



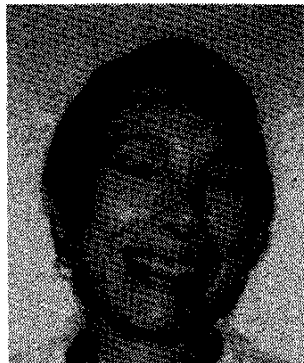
DeeDee Magers  
*Secretary*



Mary Doolin  
*Treasurer*



Linda Schulman  
*Newsletter Editor*



Stephanie Cohen  
*Associate Editor*



Mary Christie  
*Past President*

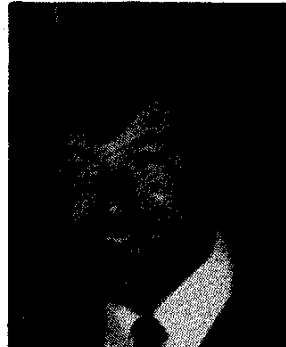
## REPRESENTATIVES



Elsa Auerbach  
*Adult*



Rosalie Porter  
*Elementary/Secondary*



Ralph Radell  
*Higher Education*



Wendy Schoener  
*Higher Education*

# Meet the MATSOL EXECUTIVE BOARD



Betty Stone  
*Job Bank Coordinator*

Not Pictured: Gwen Blackburn *General*



# Recreational Lexicography

August 27, 1988

On a wall in one of the smaller rooms of the building where I work, someone wrote, "US out of Central America." A few days later, another hand had written, "Central Americans out of US." Routine stuff until some wag added, "US out of Central Square." After that it was open season. Each day brought new themes in new hands: "US out of Harvard Square," "Harvard Square out of America," "Harvard Students out of Harvard Square," and "Square students out of Harvard." Next day, a plaintive scrawl: "This doesn't make sence" (sic). The intensive English program students had begun to strike back. Within days there appeared "Learn a lot, forget a lot; learn a little, remember a lot." Bet it was devilishly funny in the original tongue. International occupants of the little room had learned a lot, though. In addition to some clever smut, they'd learned to deal with the phrasal verb "get out of" even with the verb deleted. It wasn't until the outdated semantics of "square students" appeared that the internationals got lost.

English affixation must give our students headaches. We labor to persuade them that how English sounds and how it is written are not really related to each other except as reflections of the phonology of the language at a specific time in its linguistic history (the multiple ways of sounding words with the spelling sequence -ugh, for example; or words that once rhymed but no longer do:

Take kee that I telle:

If that the goode man that the beestes oweth  
Wol every wike, er that the cok him croweth,  
Fasting drinken of this welle a draughte—  
As thilke holy Jew oure eldres taughte—  
His beestes and his stoor shal multiplye.

(Chaucer, *Canterbury Tales*,  
Pardoner's Prologue, 72-77)

If this be error, and upon me proved,  
I never writ, nor no man ever loved.  
(Shakespeare, *Sonnet CXVI*)

Here thou, great Anna! whom three realms  
obey,  
Dost sometimes counsel take— and sometimes  
lea.

(Alexander Pope, *The Rape of the*  
*Lock*, Canto III, 7-8)

One happy area in which the spelling of words is directly conditioned by how they are sounded is that which deals with the (usually) negative prefixes il-, im-, in-, and ir-. In fact, the relationship between roots and these prefixes is so highly predictable that it can serve as a useful spelling rule for our students—if they understand a little phonology. It all goes back to the assimilation into English of

the Latin/French negative prefix in-. In- simply changes its consonant to approximate as nearly as possible the initial sound of the root to which in- is to be affixed. Simply, use the one of these four negative prefixes whose consonant is formed in or as close as possible to the same place as the initial sound of the root word. Legal begins with an alveolar lateral sound. The prefix il- ends with a sound produced in the same part of the mouth; hence, illegal. Possible begins with a bilabial stop. The sound of the letter m is a bilabial; hence, impossible. Flammable begins with a sound produced as a labio-dental fricative. The sound of the letter n is nearly a labio-dental (actually its near neighbor, an alveolar); hence, inflammable. The retroflex sound of the letter r goes with roots that begin with the same sound: irrational, irregular, irritable, irreplaceable.

What about roots that begin with vowel sounds? Most words with an initial il- are actually words with ill-, an entirely different matter. Ill is not a prefix; it is a word; and ill-bred, ill-humored, etc., are compounds and don't mean not bred and not humored, but rather that breeding and humoring are done, but done badly. Il- doesn't affix to roots beginning with vowels. Neither does im-. And neither does ir-. In- is another matter. Inarticulate, inept, iniquitous, inoculate, inutile suggest that for roots beginning with vowel sounds, use in-. One of the few cases where English appears to be spelled the way it sounds. A little investigation in your dictionary may show that the Latin prefix ab-, assimilated into English, behaves in a similar way.

Negative prefixes are permanent attachments to lots of English words, and have been attached to some of them for so long that the original positive form of the word has disappeared. We call these lost positives. This summer I mentioned lost positives to some of my colleagues, citing as examples munology (the field of science that deals with making people sick), and minent, as in minent danger (danger that is distant and of no immediate cause for alarm, like summer lightning in far-off mountains). For some time little lists of lost positives appeared in my mailbox, often with definitions. Some of them:

crepit — It was a crepit little shack with cute window shutters, fresh white paint, and flowered chintz curtains.

ruly — for his persistently ruly behavior, Malcolm was named school wimp by his rowdier pals.

undate — It's so slow around this school that we're undated with work; happens every year when the kids are on vacation.

pervious — Ludmilla is so pervious to criticism that the slightest suggestion simply devastates her. Vastates?

vastate — Nancy was vastated by the news that Ron's nose cancer was completely cured.

defatigible — Jorge is so defatigable a dancer that Esmeralda leaves him home when she steps out.

cense — The natural odor of a room before you burn strange herbs . . .

munity — The ambassador pleaded diplomatic munity and was instantly flung in jail.

maculate — Hilda's apartment was absolutely maculate. I've never seen such filth. Maculate conception?

sipid — Her eyes sparkle, her conversation glitters, her sweet soft voice enthralls. Myron thinks she's the most sipid person he's ever dated.

may — I know it'll may you to learn this, but our budget's been increased by another 60 thousand dollars.

card — After you've sauteed the onions in olive oil, card the oil and the onions: you'll need both in the next step of the recipe.

(Some words have both positive and non-positive forms in current usage but are peculiarly affected by the contexts in which they occur. Decent and indecent for example:

decent — Lester was nabbed for decent exposure; he wore his T-shirt on the nude beach at Wellfleet.

There are other words which seem to occur only in affixed form yet which are not specifically lost positives. They take other kinds of prefixes (usually prepositional intensifiers):

whelm — At Grigorievich's funeral, Natasha was so whelmed that she was able to sit through it dry-eyed and clean her nails.

The same 18th century logic that banished double negatives would probably insist on underwhelm in that example, but our own modern minimalism surely allows for, simply, whelm.)

turb — I hope this play on the possibilities with lost positives has turbed you. Language should be fun, even if it means breaking with convention from time to time.

Bill Biddle  
82 Dover Road  
Wellesley, MA 02181





Edited by Howard Sage,  
American Language Institute, New York University

*Maitreya*, by Severo Sarduy.  
Translated by Suzanne Jill Levine. 1987.  
Ediciones del Norte, Hanover, New Hampshire  
03755 xvi + 158pp. \$9.50 paper. ISBN 0-910-  
061-31-9.

Sarduy is the well known Cuban literary giant who helped oust Batista, and then fled to France where he still lives. This novel is translated elegantly by Suzanne Levine. It is about a Cuban Chinese cook named Luis Leng who is transformed into a reincarnation of the Buddha. Through the worlds of Cuba and Tibet, we see both cultures on the verge of revolutions. The book is timely because Tibet is in the news, as the Chinese still repress local control. After nearly 40 years, Chinese rule has failed to extinguish the Tibetan desire for independence. The Dalai Lama calls for nonviolence as Tibetans maintain universal allegiance to their exiled god-king. Sarduy is a Buddhist who visited India and Tibet many times and knows his subject intimately. I was amazed to learn that

his English (learned in Cuba through television) has an Indian accent. To me that is the proof of the Sapir-Whorf hypothesis!  
Reviewer: Alan S. Kaye of California State University, Fullerton, California, USA.

*New Immigrants in New York*,  
edited by Nancy Foner, 1987. Columbia University Press, 562 West 113th Street, New York, New York 10025. 324pp. \$27.50 hardcover. ISBN 0-231-061307.

Considering the potential explosions that intercultural encounters can be, it is amazing that in New York (read America) immigrants have fit in so often without major explosions and escalations. At least in New York, with its concentration of virtually every ethnic group on the globe, interracial confrontations seem to get settled.

What maintains this sometimes uneasy equilibrium? One factor noted is the common goal of economic opportunity. However, Kraly's study of US immigration

policies implies more or less deliberate divide-and-conquer strategies at work. Pessar's essay, using "structured interviews," empathetically probes the stereotypes and accusations of such a potential battleground as the frequent manipulation by patron-employers of the Dominican workers' kin loyalties into union-resistant attitudes. Other essays identify the kin and voluntary networks of the West Indian, Korean, Chinese, and Soviet Jewish immigrants as the prime vehicle toward their growing social and political influence in New York.

Demographic statistics are balanced by descriptive analyses and interview-based insights, often compelling if one needs to understand New York—a curious mix of global and neighborhood cultures.

Reviewer: Michael A. Zucaro, New York University.

From TESOL Newsletter, August 1988

## TESOL MEMBERSHIP APPLICATION

Name (Print) \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 City \_\_\_\_\_  
 Province/State \_\_\_\_\_ Postal Code \_\_\_\_\_  
 Country \_\_\_\_\_

Please make check in U.S. funds drawn on a U.S. bank payable to TESOL or provide the appropriate credit card information and mail to: TESOL, Suite 205, 1118 22nd Street, NW, Washington, DC 20037, USA

Check enclosed \_\_\_\_\_ Visa \_\_\_\_\_ MasterCard \_\_\_\_\_  
 Card number: \_\_\_\_\_ Exp. date: \_\_\_\_\_  
 Cardholder's signature \_\_\_\_\_

### MEMBERSHIP CATEGORIES

Membership includes subscription to TESOL QUARTERLY and TESOL NEWSLETTER.

Check appropriate box:

<input type="checkbox"/> INDIVIDUAL .....	\$ 42.00
<input type="checkbox"/> STUDENT (for those engaged in at least half-time study)* .....	\$ 22.00
<input type="checkbox"/> JOINT (two-member household) .....	\$ 60.00
<input type="checkbox"/> INSTITUTIONAL/LIBRARY .....	\$ 75.00

\*Student members are required to provide faculty signature, address, and telephone number to verify minimum half-time status.

Faculty Signature/Title \_\_\_\_\_  
 Institution/Address \_\_\_\_\_ Telephone \_\_\_\_\_

ALL MEMBERS OUTSIDE THE U.S. must add one of the following postage fees to their membership dues:  
 (1) FOREIGN SURFACE MAIL—All countries outside the U.S. \$ 6.00  
 (2) NEWSLETTER BY AIR, QUARTERLY BY SURFACE \$15.00  
 (3) BOTH QUARTERLY AND NEWSLETTER BY AIR \$ 8.50  
 Caribbean, South America, Europe, and the Mediterranean \$20.00  
 Africa, Asia, and the Pacific \$26.00

### INTEREST SECTIONS

MARK with (1) the Interest Section in which you wish to be active and vote.  
 MARK with (2) not more than two additional Interest Sections in which you have a secondary interest.

Teaching English Internationally  
 English as a Foreign Language for Foreign Students in English-Speaking Countries  
 English to Speakers of Other Languages in Elementary Education  
 English as a Second Language in Secondary Schools  
 English as a Second Language in Higher Education  
 English as a Second Language in Bilingual Education  
 English as a Second Language in Adult Education  
 Standard English as a Second Dialect  
 Applied Linguistics  
 Research  
 Refugee Concerns  
 Teacher Education  
 Computer-Assisted Language Learning  
 Program Administration  
 Materials Writers  
 Teaching English to Deaf Students

I wish to receive more information about TESOL: \_\_\_\_\_  
 \_\_\_\_\_ publications, \_\_\_\_\_ conventions, \_\_\_\_\_ awards and grants, \_\_\_\_\_ summer institutes, \_\_\_\_\_ affiliates,  
 \_\_\_\_\_ interest sections, \_\_\_\_\_ Employment Information Service

## The Framers Knew Best

(continued from front cover)

daily and considered a knowledge of Spanish language and culture "absolutely essential." English was the language of public discourse by practice and consensus; therefore, formal recognition of English as the official language was deemed unnecessary. The same consensus exists today among immigrant groups who come to America largely for economic reasons, and who are, therefore, highly motivated to learn English to get a job and achieve the American Dream. In Los Angeles last year, 40,000 prospective English-as-a-second-language students were turned away because there were not enough classes to accommodate them! English language classes in community colleges, universities, church basements, and living rooms are overflowing with immigrants who view fluency in English as their ticket to success in America. Those of us who have taught ESL in the United States know the great importance these immigrants attach to becoming fluent in English and acculturated to American society. When we hear it said that "these immigrants refuse to learn English," we realize how little is known about the aspirations and attitudes of these people.

Throughout American history, such xenophobia has appeared during periods of economic, social, and political upheaval. Laws passed by higher courts to outlaw the teaching and use of languages other than English have been struck down because they violated the equal protection guarantees of the Fourteenth Amendment to the Constitution.

In the latter part of the 19th and early 20th centuries, numerous attempts were made to restrict the influ- of "undesirable"

immigrants from southern and eastern Europe. According to "IQ" tests administered by Henry Goddard in 1912 (in English), 83% of the Jews, 80% of the Hungarians, 79% of the Italians, and 87% of the Russians who had recently arrived in the US were "feeble-minded" [Goddard, 1913 (in Kamin, 1977:55)]. Congress, using this "scientific evidence," passed the Johnson-Laird Immigration Act of 1924 establishing national origin quotas of 2% of the number of foreign born already in the country as determined by the census of 1890, before the arrival of the "feeble-minded" immigrants.

A common language, English, is but one element that unifies the American tapestry. Although attempts have been made throughout American history to restrict the influx of "undesirable" immigrants (Poles, Italians, Irish, Mexicans, Chinese, Germans, Japanese, and others), and to restrict the use of their languages in schools, courts, and voting booths, it is the underlying belief that cultural, religious, political, and linguistic diversity ultimately will be tolerated that has attracted immigrants to our shores. English is the language of the United States by free choice and consensus, by economic necessity, and because it is the language of our schools.

In Eastern bloc countries, including the Soviet Union, attempts to limit the use of ethnic languages, such as Armenian and Ukrainian, have promoted ethnic identity and separatism and fostered deep resentment towards the official language, Russian. In the US, a nation "of the people, by the people, and for the people," linguistic diversity is as much an inalienable right as the pursuit of happiness

and ownership of property. We must raise our voices against yet another attempt by perhaps well-intentioned, but nevertheless misguided, individuals to mold America into a monolingual and monocultural society, a society which never has and, I hope, never will exist. All of us who are committed to American values of tolerance, pluralism, and basic human rights must act now to oppose English-only initiatives in state legislatures and the US Congress before it is too late.

### References

- Bikales, G. and Imhoff, G. (1985). A kind of discordant Harmony: Issues in assimilation (number 2). A discussion series published by US English.
- Butler, R.E. (1985). On creating a Hispanic America: A nation within a nation? Special Report: Council for Inter-American Security, Washington, DC.
- Campos, J. and Keatinge, B. (1984). The Carpentina Preschool Program: Title VII second year evaluation report. Washington, DC: Department of Education.
- Ferguson, C. and Heath, S.B. (Eds.) 1981. Language in the USA. Cambridge: Cambridge University Press.
- Kamin, L.J. (1977). The politics of I.Q. in P.L. Houts (Eds) The myth of measurability. New York: Hart Publishing Company, 45-65.
- Legarreta, D. (1979). The effects of program models on language acquisition by Spanish-speaking children. *tesol Quarterly*, 13, 521-534.
- Vorih, L. and Rosier, P. (1978). Rock Point Community School: An example of a Navajo-English bilingual elementary school program. *tesol Quarterly*, 12, 263-269.

An excerpt from TESOL Newsletter, April 1988

### MASSACHUSETTS ASSOCIATION FOR TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

English Language Center  
Northeastern University  
360 Huntington Avenue  
Boston, MA 02115

Non-Profit Org.  
U.S. Postage  
**PAID**  
Boston, MA  
Permit No. 57641

