

# MATSOL NEWSLETTER

Massachusetts Association Of Teachers Of English To Speakers Of Other Languages

VOL. 20, NO. 2

WINTER 1994

## The Melting Pot Reconsidered

Tom Griffith

Last fall, while teaching a class in American Culture at UMass/Boston, I got talking about changing views of immigration, of how the image of a "melting pot," in which different elements were boiled down into a new amalgam, was giving way to one of a "garden salad," in which the elements could co-exist but keep their distinctive identities.

In discussion, all of my students, particularly one young Chinese woman, voiced strong preference for the salad. I teased her that if she stayed in this country and had a family, her children might know Chinese, but her grandchildren probably wouldn't. That was the historic tendency—immigrant languages rarely survive two generations. She shook her head vigorously, and said if that were the case, she'd rather go back to China.

It was a light-hearted exchange, but it left in the air a touch of the wistfulness known to all who deal with immigrants. We may see them gaining the linguistic and job skills to make it in this country, and that's good. But we are also privy to the stress arising from prolonged culture shock—the disorientation, the loneliness, the nostalgia, the sense that their very identity is seeping away. Back in El Salvador, for example, they may have been poor and endangered, but at least they knew they were Salvadoran; a familiar cultural context provided one pillar of sanity. Once arrived in Boston, though, once caught in the solvent acids of

*Continued on page 9*



## Down With English Grammar!

Pat Revill

Teaching English as a foreign language to logical, rational Scandinavians can't help but make you aware of the vagaries, eccentricities, and irrationality of English grammar. Some of my Swedish students even claim to prefer German, of all things, because it apparently has rules and sticks to them.

The problem with being around anyone for any length of time is that you begin to think as they do. I know. You don't need to tell me. Better minds than mine have devised simplified Englishes. But when did the fact that something has been done before ever stop anyone making a fool of herself?

Besides, after listening to my students for 13 years, I think they may be on to something. So I asked them. "What's the worst thing about the English language?"

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## From the President

One plus of being MATSOL's president is having the opportunity to interact with a great many ESL professionals on the telephone, at conferences, and at board meetings. Whether conversing with a veteran in the field or a recent graduate of a TESL program, I am reminded daily of the dedication and professionalism ESL specialists bring to their endeavors. The board members, for instance, exemplify what I consider the typical profile of an ESL professional: intelligent, articulate, flexible, and creative.

Our board meetings invariably generate many more project ideas than we can implement. MATSOL needs *your* active participation as well. You can help the organization to further meet the needs of its members. I am certain that your life will be enriched—both professionally and socially—as mine has been.

Two opportunities for participation are:

1. The first Massachusetts ESL Awareness Day. See the article on page 5 for more information.
2. Activities you selected in the Membership Needs Assessment. Feel free to contact me at (617) 277-9604 if you'd like to coordinate a specific project.

I look forward to joining with you in these projects.

Marlyn Katz Levenson

## From the Editors



This publication has undergone many changes, including the addition of Alison Howe as Associate Editor, and we felt it was time to let you know what has been going on behind the scenes.

You may have noticed that the columns have been reorganized.

Some new columns have been added, some logos changed, and some columns combined. The submission guidelines on page 6 provide further details.

We've tried to include, where possible, authors' e-mail addresses. We invite members to familiarize themselves with electronic mail as an easy, paper-free way to communicate with other professionals and friends. Please see the new Technology Showcase column for more information.

We encourage readers to respond to articles or to submit ideas for improvements to the publication. In particular, we want to invite more involvement from members outside higher education and from central and western Massachusetts.

We hope you enjoy reading the *Newsletter* as much as we enjoy bringing it to you.

Suzanne M. Koons (smkoons@mit.edu)  
Alison G. Howe (ahowe@husc4.harvard.edu)

# MATSOL '94 Spring Conference Update

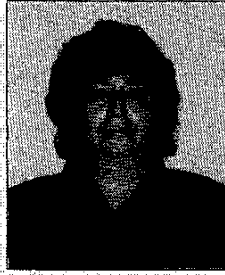
## Friday's Plenary Speaker: Catherine Sadow — "Four Ways to Listen"

Catherine Sadow teaches at the English Language Center at Northeastern University and in the English Department at Boston University. She has presented dynamic and energizing sessions on the topic of listening at numerous MATSOL conferences.

In her plenary talk, Ms. Sadow will consider what she has learned about listening from teachers and students over the years and how this knowledge can be transferred into classroom practice at all levels.

Ms. Sadow, a recent past president of MATSOL, has been teaching English since 1980 at the English Language Center where, aside from her regular classes, she trains teaching assistants and

does field research projects with business students from Paris. In 1993, with Ruth Spack, she co-authored the article "Student-Teacher Working Journals in ESL Freshman Composition" in the *TESOL Quarterly*, and journals continue to be an enthusiastic interest of hers. She is the co-author of *Talk Radio* (Addison Wesley, 1987) and *People At Work* (Pro Lingua, 1990), and she and her co-author, Edgar Sather, are currently working on a multi-level listening book. She has given frequent presentations at MATSOL and TESOL about listening, language labs, and freshman composition and will be talking about "Freshman Composition and AIDS" at TESOL 1994.



## Saturday's Plenary Speaker: Stephen M. Nover — "Are You Guilty of Audism?"

Stephen Nover is currently adjunct instructor in the Sign Language/Deaf Studies Program in the College of Education at the University of Arizona in Tucson and is pursuing doctoral studies in Language, Reading, and Culture at UA. His areas of particular interest include



cognition, second language acquisition research and teaching, comparative culture, deaf research, social change and deaf politics. He is also working as a language, culture, and education consultant for the Community Outreach Program for the Deaf in Tucson.

In his plenary, he will explore how teachers' attitudes and assumptions affect the learning of English for their deaf students. How much do the assumptions of the teacher impact the deaf student's learning of English? Should the traditional focus of deaf education on speech be modified to reflect the perspective of second language learning? Is it really possible for English to be the first language for deaf students? In treating these questions, Mr. Nover hopes to open teachers' eyes to new ways of thinking about second language acquisition and deaf education. Mr. Nover's plenary speech will be ASL- and voice-interpreted.

Mr. Nover will be returning to his hometown of Boston to present at MATSOL. He was educated primarily

in Boston and went on to receive a Bachelor's degree in Psychology in 1978 from Gallaudet University and his Master's degree in Education Administration from California State University at Northridge in 1990. Mr. Nover served as Deaf Studies Program coordinator/instructor at Boston University's School of Education for six years and executive director for the Massachusetts State Association of the Deaf for four years.

## ROXBURY COMMUNITY COLLEGE

### Site of the MATSOL '94 Spring Conference

This spring MATSOL is returning to the Roxbury Crossing campus of Roxbury Community College for its two-day conference. Opened in 1968, RCC's mission is "to serve the . . . Greater Boston residents who have been deprived of access to post-secondary schooling, who have not had adequate preparation for college or the workplace, and who are newcomers to Boston and America." RCC's English as a Second Language Program is one of the largest ESL programs in Massachusetts, serving over 800 students per semester from a large variety of language backgrounds. The program is a fully integrated component of the college's academic offerings and offers instruction

*Continued on page 25*

## Summary and Response: Thomas Scovel's Plenary Address

Betty Stone

On a beautiful autumn day in October, Dr. Thomas Scovel of San Francisco State University presented the plenary session "Celebration of Diversity: Principles & Promise" at the MATSOL Fall Conference at Newton North High School. It was a friendly keynote, full of anecdotal illustrations, delivered with ease and good humor by a speaker flattered that his audience had chosen to listen to him rather than enjoy the day outside. The address was also notable for its enthusiastic validation of the varied and creative classroom practices so many of our MATSOL membership are currently developing and refining on a daily basis.

To begin, Dr. Scovel gave a brief introduction addressing four perspectives on cultural diversity as they relate to language teaching. First, the school of *contrastive analysis* drew our attention to intercultural differences, including cultures, languages, and sound systems. Second, *error analysis* emphasized intracultural overgeneralizations, the tendency of a speaker to apply rules learned to all apparently equivalent situations within the language. The *holistic perspective* merged contrastive analysis and error analysis within a universal viewpoint which Scovel identified as performance analysis. Finally, he arrived at the focal point of his presentation: the *relationship between culture and language*.

Dr. Scovel was able to distill the diverse and effective principles in teaching ESL to three, each with two supporting specifics. Thus, we have principles related to:

1. The presentation of the *language* which are built upon a solid *listening foundation* and which always demand *relevant context*.

2. The role of the *students* which assume that the classroom is student-friendly and *student-centered* and that teachers, aware of the variety of learning styles

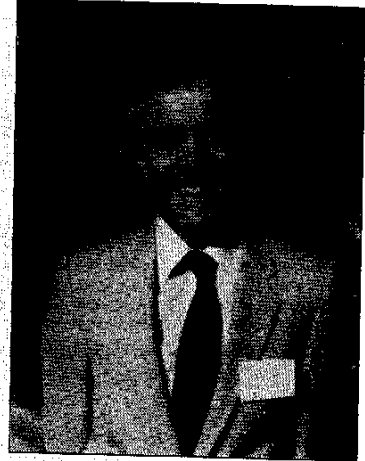
their students bring to the learning task, encourage the students to develop *diverse learning strategies*.

3. The role of the *teachers* which highlight the teacher as facilitator of *social interaction* and creator of activities that promote authentic interaction among the students. In addition, staff development and professional

growth opportunities cast the teacher as learner and *self-observer*, constantly asking new questions, collecting new data on her/his own practices to develop professionally.

While the message for many of us was perhaps not unique, it was nonetheless comforting to revisit old questions with new twists; inventing new questions keeps us forever alert to the possibilities in teaching. The exciting and dynamic results of our queries come alive as memorable lessons in our classrooms. What was particularly beneficial was Dr. Scovel's reference list, which included works of his own as well as other field experts on the "effective principles" we are striving to achieve. For those of us buried too deeply under masses of administrative paperwork, it possibly made us want to teach more. For those of us whose main job is teaching, it heartily validated the best of our efforts.

Betty Stone coordinates and teaches in the ESL programs at SCALE.



Tom Scovel

### Mini-grants Awarded to Adult Education Teachers

*Hands-on English*, a periodical for teachers of adult ESL learners, awarded ten mini-grants of \$100 each in its national competition this summer. These awards will help the teachers develop a classroom project.

Applications for next year's mini-grants and complete information on how to apply are now available upon request from *Hands-on English*. The deadline for application is April 30, 1994. The

awards committee will be looking for innovative teaching ideas that address the needs of adult students.

*Hands-on English* is published six times a year by teachers for teachers. It offers ready-to-use materials and practical ideas for multi-level groups.

The new address for *Hands-on English* is: P.O. Box 256, Crete, NE 68333. Call toll free: (800) ESL-HAND.

## ESL Awareness Day Update

Co-chairs: *Marlyn Katz Levenson and Judy DeFilippo*

**D**id you know that Governor Weld's office will proclaim Wednesday, April 6, 1994 as MASSACHUSETTS ESL AWARENESS DAY? The purpose of this exciting event is to gain recognition for our profession. Our primary goals are public awareness, teacher uplift, and student involvement. The Spring 1994 MATSOL Conference will also be held that week on April 8 and 9.

Our major statewide activities include:

1. Distribution of an ESL Fact Sheet. You received a preliminary fact sheet at the Fall Conference which is being revised to include profiles of several ESL students and their "success stories."

2. Poster and Essay Contests. There will be an ESL elementary student poster contest, and ESL

secondary school, community college, and higher education essay contests on "What ESL Means to Me." Prizes will be awarded.

3. Publicity. A multi-faceted publicity campaign is being planned to increase public awareness of our profession, our professionalism, our student population, etc.

4. Individual School Activities. You'll be receiving a mailing with suggestions for school ESL awareness activities. Select the ones that are feasible, appropriate, and interesting to you, your students, and your institution. And of course, participate in our contests.

ESL AWARENESS DAY is an opportunity for us to get recognition for our profession and our students. Let's use it to accomplish our goals and have a wonderful time!



Artwork by Leslie Richmond

### Correction

Several lines were inadvertently deleted from paragraph four of "Using Institutional Research to Gain Support for ESL Programs" (*MATSOL Newsletter*, Vol. 20, No. 1, FALL 1993, page 22). Our apologies to the author, Jean Chandler. The deleted words are rendered here in italics:

We found that the average grade in humanities for the first four years was *B+ for proficient English speakers and B for students who had taken ESL*. The fifth and sixth years the average grades were reversed, with *ESL students earning B+* while the initially more proficient English speakers made a *B average* in the humanities course.

TESOL '94



Calling all MATSOL  
past presidents!

Please contact Robby Steinberg at

(617) 232-9022

# MATSOL Newsletter

## Call for Manuscripts



The *MATSOL Newsletter* welcomes submissions of interest to its membership of over 800 ESL professionals engaged in the field as classroom teachers (K through adult), program administrators, or professionals in ancillary services such as publishing. We accept articles on matters relating to ESL methodology and techniques, materials, curriculum design and development, teacher education, program administration, classroom observation and research, and employment issues. We also welcome contributions to our regular columns.

Please follow these guidelines in preparing your submission:

### Full-length articles

Articles should be between 750 and 1,000 words in length and:

- present new ideas or information on topics listed above;
- discuss research findings that are applicable in ESL classrooms;
- train practitioners to engage in their own classroom-based research; or
- outline your views on ESL-related socio-political and professional concerns.

### Columns

#### *Foreign Correspondence*

For this column we welcome accounts of EFL teaching experiences. The account should include information about living and working conditions as well as any cultural and political insights of interest to readers. Submissions should be between 500 and 750 words.

#### *Program Spotlight*

Submissions should describe innovative programs that are successful in meeting defined needs and should be between 500 and 750 words.

#### *Reviews*

Reviews should be between 500 and 750 words and should evaluate recently published ESL classroom materials. Submissions should be sent to Sterling Giles, Reviews Editor, 62 Chandler Street, Boston, MA 02116.

#### *Teaching Ideas*

Contributions to this column should be a detailed account of successful classroom techniques and should include your rationale, procedures, and results. Submissions should be between 250 and 500 words.

#### *Technology Showcase*

This column will replace the *Database* and *Video Views* columns of earlier issues. It is intended as a forum for introducing and discussing uses of technology both in the classroom and as a professional resource. Submissions should be between 500 and 750 words.

#### *Word Play*

This column is designed to challenge and amuse our readers. We welcome the submission of puzzles, games, riddles, brainteasers, and any other lighthearted material. All contributions must fit an 8½ x 11" format.

*Readers are encouraged to comment on or react to any article that has appeared in the MATSOL Newsletter.*

## Guidelines

1. Manuscripts should be typed, double-spaced with 1" margins on top, bottom, and sides of each page.
2. Two copies of the manuscript should be submitted. In addition, if possible, documents should be submitted on a 3.5" or 5.25" computer disk. Your disk will be returned to you upon request.
3. Photographs or illustrations related to the content of the article are welcome.
4. Source citations should conform to MLA or APA guidelines.
5. Your full name, affiliation, home address, day and evening phone numbers and/or fax number should be included.

The *MATSOL Newsletter* retains the right to edit all manuscripts that are accepted for publication. A writer's request for final approval is honored whenever possible.

The submission deadline for the next issue is **March 18, 1994**.

Mail submissions to:

Suzanne Koons  
60 Wadsworth Street #20E  
Cambridge, MA 02142  
(617) 225-2788  
E-mail: smkoons@mit.edu

# Down With English Grammar! Continued from page 1

Their resounding answer was:

## Verbs

Right, let's tackle that problem first.

1. *Third person singular present tense.* Everyone knows that there should be an "-s" on the end and everyone forgets. So we'll do away with it.

This immediately make a lot of people happy. English grammar have already become much easier.

2. *The verb "to be."* I am, you are, he is, I was, you were. . . It's very difficult to remember which is which. Let's say "are" for all of them in the present tense and "were" for the past.

This are clearly much simpler. I are sure that life are now much better for the student who were having problems before.

3. *Irregular verbs* are a pain in the neck with their unpredictable past tense forms. However, the majority of verbs are regular and follow this pattern:

start-started-started  
taste-tasted-tasted

So let's standardize the irregular ones, too.

I have speaked to a lot of people about this and when they sitted down and thinked about it, they sayed that it were a very good idea.

4. *Do/does and did.* Scandinavians don't need these little words to help them make questions and negative sentences, so why should the English?

I think we not need them. What you think?

5. *-ing.* How many sleepless nights have non-native English speakers spent wondering whether to say "I work" or "I am working," "I lived" or "I was living"? Wonder no more. From now on there will be no "-ing" form.

This go to be much better.

## Nouns

1. *-ing.* There are a lot of English nouns (called gerunds) that are really verbs in disguise, such as knitting, reading, etc.

I hate try to teach them and my students hate use them. Without them we can all stop worry and get on with our stamp collect, fish, etc.

2. *Plurals.* Some plurals end in "-es" and some in "-s," some have a vowel change in the middle, others a consonant change at the end, and some end in "-en" or even "-ren." With this new system *all* plural nouns end in "-s."

Everyone will be glad about this, from house-wives to schoolchilids.

## Adjectives

1. *More and most.* The rules about when to use "more" and "most" instead of "-er" and "-est" are not the same as in Swedish so people never really know which to use. From now on we will ban "more" and "most."

This is the intelligentest and convenientest solution and also make English funner.

2. *Much and many.* "Müch," "many," and "a lot of" confuse people, too, so we will do away with the last two and just keep "much." We can also use "much" instead of "very," just like in Swedish.

How much times have you worryd about this problem? Much students will be much happy with this change.

## Adverbs

The adverb/adjective dilemma can be made simpler if we just do away with adverbs.

Now everyone can write good.

## Pronouns and possessive adjectives

Just look at this lot:

I	we	me	us
you	you	you	you
he/she/it	they	him/her/it	them
mine	ours	my	our
yours	yours	your	your
his/hers/its	theirs	his/her/its	their

There are far too many of them to learn and remember. From now on we will use the first group only (which several of my students are already doing anyway).

I idea make it easier for we all. You friends

*Continued on page 10*

## Calendar of Events



### AAAL

Dates: March 5-8  
Place: Baltimore, MD  
Contact: AAAL  
(405) 843-5113

### TESOL Annual Conference

Date: March 8-12  
Place: Baltimore, MD  
Contact: TESOL  
(703) 836-0774

### Mass. ESL Awareness Day

Date: April 6  
Place: Massachusetts  
Contact: Marlyn Katz Levenson  
(617) 277-9604

### MATSOL Spring Conference

Date: April 8-9  
Place: Roxbury Community College  
Contact: Betty Stone  
(617) 625-1335

### Georgetown Univ. Round Table

Dates: March 13-16  
Place: Georgetown University  
Contact: Joan Cook  
(202) 687-5726

### New England Conference on Family Literacy Programs

Date: April 13  
Place: Providence, RI  
Contact: Rosanne Trissler  
(401) 455-8041

### NAFSA

Dates: May 31-June 3  
Place: Miami, FL  
Contact: NAFSA

### TESOL Institute

Dates: June 20-Aug. 5  
Place: Iowa State University  
Contact: Dept. of English  
(515) 294-7819

### Mediterranean Summer Institute

Dates: July 4-15; July 18-29  
Place: Barcelona, Spain  
Contact: Teachers College, Columbia Univ.  
(212) 678-3987

## MATSOL Teacher Research Group Update

The MATSOL Teacher Research group was quite active during Fall 1993. We have held three meetings, planned a presentation for the MATSOL Spring Conference (see box on this page), and assisted the MATSOL Board in the planning of the fourth funding cycle of Teacher Research Grants (you should have received an application with the conference call for papers).

The purpose of the group is to offer support to and share expertise with teachers interested in classroom research. We are a collective group with rotating organizers and rotating meeting places.

There have been three events for those interested in teacher research during the fall. In September we met at UMass/Boston where we discussed "Finding a Question." During this meeting we explored different ways to begin planned, intentional observations of our own classrooms and how to turn our exploratory observations into researchable questions. The meeting was organized and facilitated by Jennifer Mott-Smith and Erin O'Brien of UMass/Boston and Kathy Riley of Roxbury Community College.

In October we met at Babson College in Wellesley to talk about qualitative and quantitative methods of data collection. Jane Tchaya of Harvard University led the discussion of qualitative approaches, and Jean

Chandler of the New England Conservatory led the discussion of quantitative approaches. Pat Ellis of A.L.A./Babson College coordinated the arrangements. At this meeting, as at all our meetings, we tried to maintain a mix of presentation and discussion time in order that each par-

*Please join us for the*

### Teacher Research Panel at the Spring Conference

Are you carrying out some research in your own classroom right now? Would you like to talk about it for 10 minutes as part of a panel at the MATSOL Spring Conference? We're organizing a panel, and we'd love you to be part of it. This is an opportunity for you to share what you're doing and get some valuable feedback. If you're interested, call Pat Ellis at (508) 443-3734.

participant could discuss the topics at hand in his/her own specific context.

In November, we met at Northern Essex Community College. At that meeting, organized by Rick Lizotte of NECC, we evaluated our fall activities and tried to decide what to do during the coming months. We concluded that although there has been a growing level of interest among the approximately 40 teachers on our mailing list, it has been almost impossible for many of those interested to

*Continued on page 10*



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## Melting Pot *Continued from page 1*

American life—what are they?

ESL teachers see this, and being by nature a soft-hearted bunch, we ooze sympathy and want to mitigate the pain of foreignness. So we affirm, affirm, affirm, not just the individual potential of our students but also their traditional cultures. We celebrate diversity. We encourage bilingualism. We downplay the need for assimilation that earlier generations of immigrants took for granted. In short, we stress the salad over the pot.

I mostly agree, but 1992 brought my way some cause for reconsideration. First was the quincentennial of Columbus' arrival in the New World. While many celebrated, others, especially Native Americans, used the occasion to point up the disasters which the European conquest had wrought upon indigenous cultures. Those of us of European extraction tend not to take that perspective since, by and large, coming to America has been a colossal boon. Besides, it's painful being confronted with your sins, whether personal or collective.

Still, the controversy got me thinking in terms of the Old World vs. the New. I wondered, should my own people have stayed put in Wales and England and Germany, and not got involved in the undoubted oppressions that marked the settlement of North America? My answer, finally, was no, determined mostly by another feature of 1992—the civil war in Bosnia. Its savagery rages on at this writing. What is most disturbing is not how atypical of European history the conflict is, but how typical. Ethnic strife is the norm, not just in Europe but throughout Asia and Africa.

**A**ND the Americas, many will rush to add. That's true, but I submit that for all the racism and genocidal violence that stain the history of America North and South, it's still a bit safer to reside in the Western Hemisphere. Our buildings may not be as old, but neither are our hatreds. One thing that made the New World new was its dynamic racial composition, which undercut traditional loyalties. From the beginning, and especially south of the Rio Grande, there has been a continuous blending of indigenous, African, European, and Asian stocks. It's true that status has mostly been a function of skin tone, whether here or in Latin America; yet relative to the Old World in which age-old tribal identities—and antagonisms—remain static, the New World has been demographically fluid. Our history may be seen as a long experiment in miscegenation. Indeed, we who dwell between Point Barrow and Patagonia are increasingly, in ethnic terms, a bunch of mongrels, and a good thing.

"Who is this new man, this American?" So asked St. Jean de Crevecoeur, a French immigrant farmer, two centuries ago. We're still wondering because it keeps

changing. The determined racist frets about purity, but he better not look too closely at his own bloodlines; further, he should be careful whom his daughter marries. Inter-marriage drives assimilation. The 1990 census revealed some startling data about traditional ethnic divisions in this country. A full 80% of Americans of Italian and Polish descent now marry outside their group, as do 40% of those of Jewish descent.

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### How much should we define ourselves by hyphens . . .? How do we strike a balance between celebrating diversity and preserving unity?

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For confirmation, we need look no further than our own ranks. A favorite game of American kids is to compare ethnic backgrounds, which are almost never monolithic. How many of us are half this and a quarter that (with almost everyone claiming to have a little Indian blood)? How many of us got into ESL in the first place through a cross-cultural romance? While those unions, alas, have a high failure rate, what precisely are the children that result?

ESL teachers, given their tropism for other cultures, may not be too representative, but I'm continually amazed by the diverse backgrounds they bring to the classroom. Among my current friends are an Irish-Italian, an Irish-Syrian, an Irish-German, a Filipino-German, a Filipino-Spanish-Chinese, and the prize-winner, in whose veins runs the blood of three continents, a Cherokee-Irish-Cape Verdean (with a Spanish last name).

So what are you? And if, like 86% of the 1990 population, your ancestors did NOT come from Great Britain, how well do you speak the ancestral language? How's your Italian, your Polish, your Yiddish, your Nahuatl, your Tagalog? I would venture to say that it's weak or non-existent. This is the point—we who question the melting pot are, by and large, quite melted ourselves. Is that so tragic? We may try to nurture some ethnic identity, the more so as it recedes into the past (Arthur Schlesinger Jr. quotes an immigrant proverb: "What the grandfather wishes to forget, the grandson wishes to remember."). I myself make occasional efforts to learn Welsh and work up some sense of grievance toward the conquering Anglo-Saxon, but it's phony. And when I meet a genuine Welshie, whose hatred for the English is often quite sincere, I think it's just as well. That's the Old World, and you can have it.

*Continued on the next page*

## *Melting Pot* Continued from page 9

Our professional training, and the *zeitgeist*, incline us to see the traditional immigrant experience as tinged with oppression. In this view, our ancestors were bullied into suppressing their cultural heritage and adopting an unnatural WASP ideal of language and behavior. The process of "Americanization" was deculturating and demeaning. There's some truth to that, yet for the majority it was a bargain that paid off. The first-comers sacrificed identity so their descendants could have prosperity. And the irony is that the supposed conquered became the conquerors; the national identity that resulted was unique, far removed from the British prototype. One black writer, Charles Murray, goes so far as to call all America a "mulatto" culture, with not just Europeanized black citizens, but Africanized white ones. Think about it.

How far, then, should we press the current emphasis on ethnic as opposed to national identity? How much should we define ourselves by hyphens, as Euro- or Afro- or Asian-American? How do we strike a balance between celebrating diversity and preserving unity? One cynic has said the logical endpoint of "multiculturalism" is Yugoslavia. That goes a little far, yet it underscores the point that strong ethnic loyalties have a downside; one might wish the Bosnian Muslims and Serbs and Croats had melted together a bit more in their centuries of cohabitation.

Here's a final irony—the spunky Chinese woman I mentioned earlier, so determined to retain her Chineseness, had also transferred out of the bilingual high school in Charlestown. The reason? She felt it was retarding her progress in English. Perhaps she was on the right track for a viable biculturalism—guarding her old culture at home, plunging into a new public identity at school. It won't be easy, yet the American identity, ever amorphous, ever evolving, will not go unaffected; rather than devouring her, the melting pot will be graced with one more distinctive flavor.

*Tom Griffith teaches at Showa Institute.*

Make a note of  
MATSOL's new address:

P.O. Box 391887  
Cambridge, MA 02139-0008  
(617) 576-9865

## *Research* Continued from page 8

come consistently on Saturday mornings.

We therefore decided to pursue a different approach, one which would include an intense summer session, including reading, discussion and development of collaborative research projects, followed by data collection and a fall follow-up activity. We will try to adapt the design to meet the needs of teachers at all levels and to address those needing accreditation and documentable professional development activities. Toward this end, we have scheduled meetings with several area colleges and universities and hope to report to the membership on our progress at the Spring Conference.

At the conference we will also sponsor a panel for teachers carrying out research in their own classrooms. The format of the panel will permit each presenter to talk for 10 minutes about his/her research; a discussion period will follow. This is an opportunity to share what you're doing and get some interesting feedback. Those wishing to participate in the teacher research panel at the Spring Conference should call Pat Ellis at (508) 443-3734.

Those wishing to add their names to the mailing list should call Kathy Riley at (617) 524-4224.

## *Down With English Grammar*

Continued from page 7

will be impressed. But please remember to tell them that the idea were I.

### **Prepositions and conjunctions**

If in doubt, use "at."

At a short time everyone will get used at this, and we will talk and write at each other at no trouble.

At fact, I whole system are clearly so much gooder at the traditional one at I are sure it will quick replace the old one and make much persons gladder.

*Pat Revill teaches at Halmstad University, Sweden. Reprinted with the author's permission from Scanorama.*



## ESL Outrages

Joe Pettigrew

### Proprietary outrage

Some of the worst places in our field for low pay and bad working conditions are the private, for-profit language schools. One example is an international organization with a branch at a small, private college outside of Boston.

There, students pay \$11,000 for tuition, room, and board per academic year. Teachers receive \$23 for each hour and twenty minutes of class time (plus \$13 an hour for any administrative duties, although they are discouraged from doing too many of them). This must surely be one of the lowest rates of pay at any program located at an institution of higher education in the state. The normal teaching load is three one-hour-and-twenty-minute class periods a day.

Of the eleven teachers on the faculty, five have a benefits package (medical, dental, life insurance, and travel discounts), which was entirely paid for by the company until this fall, when teachers were required to start contributing. The six others, who do exactly the same work, receive nothing beyond their hourly rate. Typical of our field, teachers are asked to make a nine-month commitment, but in the contract they are given to sign, it is stated that they can be terminated with one week's notice.

To add insult to injury, students are required to buy a number of texts, but teachers are not given desk copies. They are loaned copies—which they cannot write in!

Not surprisingly, morale at this place is low and turnover is high. This company is obviously making a lot of money from this arrangement, but it is doing so by exploiting people: teachers, who are paid and treated badly, and students, who pay quite a bit and are offered quite a bit less.

### EIC Update

At the time this column was being written, the Higher Education section of the Employment Issues Committee was conducting a survey of ESL programs in Massachusetts. The purpose of the survey is to determine to what extent these programs meet MATSOL's Employment Standards and to gauge the commitment among teachers to improving their working conditions. A summary of the results of the survey will be published in a later issue of this newsletter.



### What can we do?

We talk a lot about what our administrators could do to make the field and our individual jobs better. While there are some truly bad ESL programs out there, we teachers can be our own worst enemy. We not only put up with the conditions, but we even try to justify them. Here are a few suggestions for improving the field that we teachers need to consider.

1) Do an honest amount of work for the money you're being paid. (I've rarely seen anyone *not* do this,

though.) But . . .

2) Don't do the equivalent of two jobs for one job's pay. If, in addition to your teaching, you find yourself being used as an extra secretary or student advisor, ask the people you're working for to clearly define just what it is you're expected to do for the money they're paying you.

3) Don't give your services away to anything other than a bona fide charity (and even then, check to see if others in this charity are also volunteering their time and effort!). Professionals, as we like to call ourselves, get paid a fair rate for what they do. By not demanding to be treated with respect, we perpetuate the myths that anyone can do our jobs, that ESL is not a "real" profession, etc.

4) Unless you are truly desperate, *turn down* a job with an insultingly low rate of pay—and tell the person offering you the job why. You can be polite about it: "I'm sorry, but I can't accept this job for the money you're

*Continued on the next page*



MATSOL



### LEGAL SUPPORT FUND

If you have a problem with an employer and would like to speak with a lawyer, contact a member of the Legal Support Sub-Committee of the EIC:

David Coltin (617) 720-2603

Margo Downey (617) 296-8348

Agnes Farkas (617) 964-0464

Rebecca Pomerantz (617) 265-7479

## ESL Outrages Continued from page 11

paying." Or you can be blunt: "That salary is insulting." If enough people say things like this, it could make a difference. If administrators can't fill a job—or have to spend an inordinate amount of time looking before they can—that provides ammunition to use with their superiors to improve rates of pay.

5) By the same token, if you're leaving one job for a better-paying one, make sure the person in charge of the job you're leaving knows *why*. Again, you can be as polite as you want, but make it clear that you're leaving for something better.

6) Be realistic about conditions in this field. One of the most frustrating things I've encountered with

some ESL teachers is their Polyanna-like view of some truly horrible working conditions. "It's not *that* bad," I once heard someone say of a starting salary of \$14,000 a year. "At University X, things are even worse." Maybe they are, but that doesn't change the fact that the salary in question stinks. You don't have to turn into a bitter cynic, but acting as if things are OK when they're not does nothing to improve the field. What incentive do administrators have to try to raise salaries or improve working conditions when people around them are acting as if everything is wonderful?

*Joe Pettigrew teaches at Boston University.*

### MATSOL JOB BANK

The MATSOL Job Bank serves as a clearinghouse for directors of ESL and bilingual programs who are seeking professional staff and for MATSOL members who are looking for full-time or part-time employment.

Directors looking for staff may send or call in pertinent information to the Job Bank Coordinator.

MATSOL members who are looking for jobs can send six self-addressed stamped envelopes to the Job Bank Coordinator to receive monthly listings of current job openings.

MATSOL members who wish to be considered for Job Bank openings (including last-minute and substitute openings) may send a resumé to the Coordinator indicating at what times they are available and what type of assignment interests them. Directors who need staff immediately will be given the names and phone numbers of individuals who are available.

For further information about the Job Bank, write or call the Job Bank Coordinator: Paula Merchant, 152 Rockland St., Canton, MA 02021 (617) 575-1032.

### Did You Know . . .

. . . that MATSOL's membership has risen 20% in the last 5 years?

. . . that MATSOL's conference fees have not been raised for over 10 years?

### NEW MEMBERSHIP FEES

\$10 FOR FULL-TIME STUDENTS  
AND \$20 FOR FULL-TIME  
PROFESSIONALS AS OF MARCH 1

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# Standards for Adult Basic Education Employment

Massachusetts Coalition for Adult Education

August, 1993

## Introduction

This document is a set of employment standards concerned with fair and equitable compensation, benefits, and working conditions for practitioners in the field of adult basic education. Since this field contains such a diversity of service providers, creating a single set of standards suitable for all situations is a challenging task; we believe, though, that these standards will prove applicable throughout most of the field. The standards are intended to put forward *general guidelines* and do not represent the specific language of a contract or other work agreement for any particular workplace.

Although the Massachusetts Coalition for Adult Education urges funders, policy makers, and programs to adopt specific goals and timetables for meeting these standards, we also recognize that this will be difficult to do with current resources, and that to reach these standards, in most cases increased public dollars will be needed.

In this document *practitioners* refers to full-time and part-time teachers and counselors working in the field. While there is a need for a similar set of employment standards for administrators (and we understand that many administrators also teach or counsel), responding to that need is beyond the scope of this particular document.

## 1. Contracts and job security

### A. Teaching assignments, probationary period, and termination

Practitioners are provided timely notification of teaching assignments and case loads. Programs which have a probationary period inform practitioners of this in writing. All terminations must be for just cause and follow due process and grievance procedures. In cases where practitioners must be laid off, they are given at least one month's notice.

### B. Performance appraisal

Practitioners are appraised at least annually by a supervisor, peers, and/or by students. (Also see Section 3 concerning salary and wage increases.)

## 2. Hours and responsibilities

### A. Direct student contact and preparation time

Part-time practitioners are paid for direct contact time with students and for preparation time at the same hourly rate. One half hour of paid preparation is *recommended* for each hour of direct contact.

### B. Other paid responsibilities

Equally important, part-time practitioners are paid additionally for other program responsibilities at the same hourly rate. Examples of these responsi-

bilities might include, but are not limited to: staff meetings, office work, record-keeping, assessment of students, curriculum design, staff and program development, and program evaluation.

## 3. Salary and benefits

### A. Salary and wages

1) Practitioners are paid at scales which are comparable to public schools and community colleges in the geographic area, unless those scales fall below the following two standards:

2) A first-year practitioner is paid at least \$25,000 annually, or \$18.00 per hour if less than full time.

3) Practitioners with more than one year of experience are paid on a scale which recognizes and values their experience, and which includes annual increases which are at least equal to increases in cost of living.

### B. Benefits

Practitioners who work at least 20 hours per week receive benefits (at least full health, and pro-rated holidays, sick days, and vacation days). Those who work at least six hours but less than 20 hours per week receive pro-rated holidays, sick days, and vacation days, and extra compensation for purchase of health insurance. Pro-rated benefits for employees who work less than full time are based on a percentage of a full-time work load which is assumed to be 35-40 hours per week.

## 4. Issues pertaining to part-time status

A. Programs create and maintain as many *full-time* positions as possible.

B. Practitioners who work less than full time have equitable access to staff orientation, decision-making processes, staff development/training opportunities, materials, classroom and office space, and copy machines and other equipment.

## 5. Workplace conditions

Classrooms and offices are clean, well-ventilated, well-lit, and maintained at a comfortable temperature and should meet Americans with Disabilities Act guidelines.

The process of creating these standards was greatly aided by the work of the Massachusetts professional organization of ESL teachers, MATSOL. Some of the language and the overall structure of this document was gratefully borrowed from the document "EIC Standards for Adult/Community ESL Employment" approved by the MATSOL Board on September 24, 1992.

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## Letter to the Editor

### A Response to: "Rules of Thumb"

Rick Lizotte's useful article, "Rules of Grammar and Rules of Thumb," in the Fall 1993 *MATSOL Newsletter*, underlines the importance of our being aware of current usage. He notes the grammar generalization that the present perfect is used to refer to actions that happened during

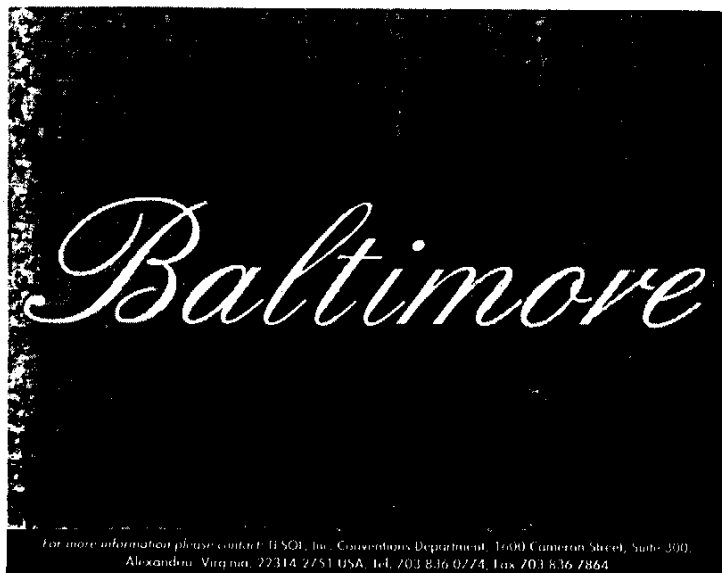
a time period up to and including now; his rule of thumb to aid students in understanding the use of the tense form says that the present perfect is the tense used with *ever*, *recently*, *not yet*, *so far*, *up to now*, *since*, and *already*. This rule works pretty well with *not yet*, *so far*, *up to now*, and

*since*, but if we use current English for our language data, we'll have problems with *ever*, *recently*, and *already*, which are commonly used with the simple past. Some words will be better than others for our rules of thumb.

Robert Saitz

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# TESOL '94



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## Multimedia Showcase

The English as a Second Language Department at Springfield Technical Community College is planning a multimedia showcase set for Friday, April 29, 1994. Members of the faculty will demonstrate lessons that they have created using IBM computers, Asymetrix Toolbook authoring system, laser disks, graphics, animation, and sound for beginning, intermediate and advanced ESL classes. These include lessons designed to introduce and/or reinforce grammar, vocabulary development, reading comprehension, listening skills, and writing. Due to limited facilities, this showcase will be offered to local ESL institutions and programs only. Seating will be limited to 150. All *MATSOL* members will receive a mailing with further details.

## The Winter Social is Now in the Spring

Friday, May 6, 1994 — 60 Wadsworth Street, Cambridge (MIT Campus)

For more information, call (617) 225-2788.

# Reading and Quilting Our Way Through History

*Tracey Herbert*

**W**hen co-teacher Sandy Page and I collaborated on writing a grant for a six-week summer ESL/US History program at Chelsea High School, we hadn't imagined how fun and rewarding the program would prove to be. Teaching ESL through the content area was motivating for us as well as for the students, and once we got started, there seemed to be an endless supply of interesting materials and ideas to use. The co-teaching format proved to be energizing and creative as we bounced ideas back and forth, constantly reworking the curriculum.

The program was funded through Employment Resources Incorporated (ERI) as a summer jobs program. Ours was one of a few programs with a totally academic focus. Because of limited funds, we were assigned only 13 students—a far cry from the 25 plus that we were used to teaching during the school year!

## **The goals**

The main purpose was for participants to improve their English while gaining some background knowledge to help them in their U.S. History class during the school year. We also wanted to inspire students to read independently and to expose them to a wide variety of

books. For this reason we chose to center the course around literature instead of a textbook.

## **The books**

The challenge was to find books at a low reading level (generally between second and fifth grade) that were not too childish for our seventeen-year-old students. By going to bookstores and libraries, talking to reading teachers, and perusing catalogues more typically found in Chapter I offices than ESL programs, we were able to find a good variety of appropriate materials. Biographies generally served as good student texts, while a variety of sophisticated, beautifully illustrated children's books with historical themes were chosen for reading aloud or for silent reading. As it turned out, many students had not been exposed to this kind of children's literature and enjoyed the books immensely.

## **The curriculum**

We divided our six-week curriculum into week-long segments, each culminating in a field trip to a local historical site such as Plimoth Plantation, Salem, Concord and Lexington, and the Freedom Trail—common field trip destinations in the Boston area, but new to all of our

students. The course advanced chronologically from the pre-colonial era to the Civil War; and themes, vocabulary, and ideas that appeared during the first weeks were constantly revisited and developed as the students' knowledge base grew.

Each day began with silent reading. After a warm-up activity, we often read aloud to the students. The themes of the books (such as oppression, rebellion or slavery) and stories of fascinating historical figures (such as Harriet Tubman, Squanto, and Abigail Adams) were relevant and interesting to them. The illustrations aided in student comprehension, as did the gestures and expressive intonations of the readers. The books served to open up discussion and lead into topics for the day.

*Continued on page 17*



# Easing the Pain of Writing

Christine B. Root

Why is it, I have been wondering, that so many of us dread writing so much? Linda Weltner, in a recent article in the *Boston Globe*, explores this very issue:

Children are born with the flame of creativity burning within them. . . . Innocent of how things should be done, [they] concentrate on what [they] want to do and . . . take enormous pleasure in the process of creation, then delight in what [they've] done.

Many of us have lost touch with that kind of enjoyment. The creator is still within, bubbling over with potential, but now she is joined by the critic, that know-it-all who condemns and ridicules without mercy, insisting the writing is poor, the painting is pathetic, the dancing is inadequate, the acting is hopelessly amateurish.

All around me, I see friends who have turned against their own artistic impulses and are suffering as a result. Their longing to create invades their dreams and robs their working life of meaning, yet they are paralyzed by self-doubt and lack confidence in that part of themselves which desires to express itself. Blocking their own impulses and intuitions, they silence their own life-giving inner voices.

For those whose inner critic is all-powerful, it seems foolish to ask where that hateful judge came from. She speaks with such authority that her words seem to have the ring of truth, but to be with children is to see that such harsh self-criticism is instilled by others. That disparaging voice, I often tell blocked writers, speaks with the remembered words of teachers, the reproaches of parents, and the mockery of friends, distilled by time into one internal, venomous No. . . . every person possesses an element that feeds the creative fire within . . .

Linda Weltner, "Silencing the Inner Critic of Creativity" ("Be It Ever So Humble," *Boston Globe*, March 11, 1993)

Certainly none of us teaching ESL wants to think that we are culpable in the snuffing out of creative fires. However, we do have to ask ourselves whether we might unwittingly perpetuate suffering and self-doubt vis-à-vis writing. We should also be asking ourselves how we can obviate the dread of writing. It seems clear from the research that two areas easy for us to focus on are 1) devoting more time and attention to writing at the very beginning of students' second language acquisition experience and 2) devoting less attention to the mechanical mistakes they make.

For a variety of reasons, writing is rather neglected at the low levels in ESL:

- we underestimate what low-level students can produce
- we underestimate what they want to produce
- we focus too much attention on whether or not they have acquired "adequate" mastery of the grammar
- we rely too heavily on sentence-level writing and tightly-controlled, manipulative, mechanical drills
- we rely on such drills without thinking through the fact that doing so denies students the conceptual nature of language, access to learning the rhetorical patterns of English, and it also denies them self-expression and empowerment
- we let such practical matters as time, topic choice, class size, grading and correction of papers militate against writing.

Yet, when we neglect writing at the low levels, we set students up for long-term frustration by denying them the opportunity to build up what Ann Raimos has so memorably called a "bulwark of intuition." If very little in the way of connected discourse is expected of students at the low levels, how can we expect them to internalize all the subtleties of writing in English and turn out good writing at the intermediate and advanced levels? The tremendous gap between that

which is expected of students at the lower levels and that which is expected of them at the higher levels breeds at least some of the insecurity and dread that we all see in our students.

*Continued on the next page*





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## Reading and Quilting *Continued from page 15*

We tackled a few longer (chapter) books during the course as well. After extensive pre-reading activities to build background knowledge and vocabulary, students listened to the chapter read to them, then they read the selection silently, aloud with a partner, or with a small group—always with a set purpose followed by a specific task, such as a written response or a role play. Groups were usually heterogeneous, but occasionally homogeneous according to ESL level, as the levels varied greatly.

This routine provided the guidance that allowed many of the students to understand books that had seemed far beyond their level at the beginning. Follow-up writing assignments in the computer lab were always related to the day's activities and proved to be an excellent way to evaluate student comprehension.

As in any content-based ESL class, visual and hands-on activities were an important piece of the curriculum. We illustrated a sequence of historical events, analyzed or drew our own maps, played a Native American game, sang period songs, performed skits, created a timeline to go around the classroom, and saw the films *Glory* and *Dances with Wolves*.

### The quilt

The favorite ongoing activity became the creation of an album quilt. We had introduced the theme by having a guest quilter visit to discuss the tradition of quilting in Colonial and African-American history and then decided to create one ourselves. Each student was responsible for creating a design on a 12" by 12" fabric square that related a symbol or event in history he or



**We were pleasantly surprised when a group of senior citizen quilters . . . showed up armed with thimbles, needles, and thread.**

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she found particularly interesting. Students brought in scraps of fabric, and we spent a few afternoons getting the ideas and designs together. From that point on, the students did most of the work at home—even the boys who had never sewn before. When we finally got all the squares put together, it was a moment of pride for everyone—a real collaborative effort.

For the last day of the program we organized a quilting bee to finish the project and then celebrated with some food and music. We were pleasantly surprised when a group of senior citizen quilters responded to the notice we had put in the local paper and showed up armed with thimbles, needles, and thread. Their enthusiasm was infectious: the students got a few lessons in sewing, and everyone got a chance to converse and hear each other's stories . . . oh, and we actually finished the quilt!

The quilt now hangs over the main entrance in Chelsea High School and serves to remind us—teachers as well as students—of a memorable summer of work and fun.

*Tracey Herbert teaches at Chelsea High School.*

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## Easing the Pain *Continued from page 16*

Writing does not have to cause such pain. Learning and practicing writing skills in concert with the other skills that students are learning enables them to assimilate by degrees the composition skills they need for successful writing. But we have to help them start writing early and voluminously.

*This article is based on a presentation given at the Fall '93 MATSOL Conference. Christine Root teaches at Harvard University Extension.  
E-mail: croot@husc.harvard.edu*

## Georgia on My Mind

John Dumicich

**D**uring the last two weeks of June, 1993, the United States Information Agency (USIA), in cooperation with the British Council and the Georgian Ministry of Education, sponsored the first English language teacher-training seminar in the Georgian Republic. Steve Prieto of the agency called me (because, he said, of my track record in "hardship" locations) to ask if I was available for the assignment. My experiences in Poland, Bulgaria, the present and former Yugoslavias, and Pakistan prepared me well for what awaited me in Georgia. I worked with Jean Bodman (ESL author and consultant) and Damon Anderson (English Language Officer, USIS, Ankara), whose talents and verve made them ideal teammates.

The seminar site was Telavi (pop: 28,000), a three-

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**Everything, it seemed, had a century tagged to it, and their English language teaching methodology was no exception.**

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hour car ride east of the capital, Tbilisi. Offering majestic vistas of the snow-capped Caucasus piercing the clouds, the town is the center of the grape-growing region of Kakheti. Its wines are prizes on the finest tables of Moscow and St. Petersburg. As early as the first century AD, Telavi was a trade center linking the Middle East with Western Europe and therein lies the development of the modern Georgian culture, with influences of the ancient Hittites and Assyrians to the more recent Persians, Turks, and Mongols. The constant power struggle among Georgian nobility, princes, and occasional kings ensured the success of their occupiers. In the eighteenth-century Georgia became a protectorate of Russia, and in 1921 it became part of the Bolshevik annexation. Today, it is a young republic, and as such, it must start as if from the beginning on very old terrain. And "old" was the operative word for everything I saw in Georgia.

The land has been farmed for so many centuries that it's simply tired. There are ruins everywhere: sixth-



century monasteries, eleventh-century academies, thirteenth-century trees. Everything, it seemed, had a century tagged to it, and their English language teaching methodology was no exception. The assignment in this ancient land of modern aspirations was to present an alternative to grammar translation.

The participants, totaling 40 women, were from various parts of Georgia, including three from Azerbaijan. (A Transcaucasian TESOL might help promote peace.) They ranged in age from nineteen to fifty-seven years old, taught at every level from elementary to university as well as in military schools, and demonstrated a varying degree of English proficiency, from virtually incomprehensible to impressively fluent. In all my years conducting USIA English Language Teaching seminars, I had never before experienced such a warm, forthcoming group of teachers. They were willing to learn and eager to participate. They were well aware that from their very classes the future leaders of Georgia would emerge. Many saw the ELT seminar as an opportunity to learn how to educate a generation in taking initiative.

At a local institute of higher learning, where there were no light fixtures at the end of the wires hanging from the ceiling, my classes focused on learning styles and strategies. "Style" was the approach to learning, and "strategy" was the kind of behavior employed to work within that style. I built upon that distinction to show how various techniques accommodate various learning styles.

**I**demonstrated the strip story as a community building exercise. Sentence generating showed how individuals could create seemingly infinite utterances from a set number of pieces. Jazz chants added the rhythm and rhyme. The cloze test gave a perspective on reading. And my most recent work on drawing showed how teachers can work on oral production and writing using the students' own input.

The teachers were impressed with activities that elicited student ideas. They welcomed the notion of not being tied to the assigned textbook and were encouraged by viewing the class as a unit that works as one. Many felt liberated from the teacher-student tunnel vision that was all too familiar. All the participants left the seminar energized.

*Continued on page 19*

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## *Georgia on My Mind* Continued from page 18

I had three notable encounters during the seminar. One participant told me I was the first "foreigner" she had ever met: Encounter of the First Kind. Another participant started to cry in the classroom, saying she never thought it possible that students could bring their own thoughts to an English class: Encounter of the Second Kind. And yet another teacher came up to me to say it had never occurred to her that two people could have different opinions and still have a conversation: Encounter of the Third Kind.

**T**he lecturers and participants ate and slept in a ten-story, former Intourist hotel. It also housed refugees from the civil war in Abkhazia, the northwestern province on the Black Sea. If local talk was to be believed, a reported 1000 people were killed in that war during the two weeks of the ELT seminar. The hotel today is missing a lot of the parquet floorboards that once lined the hallways. At first there was no water. Then I had one flush a day, with cold water trickling out of the faucet twice in two weeks. I bathed with "Wet Ones." From all local standards, our meals were

considered good. Food was a daily supply of tomatoes and cucumbers for breakfast, lunch, and dinner, supplemented by eggplant and mushrooms. Electricity went on and off; I often had to climb nine flights to my room.

When it was all over, I returned home a trimmer, more muscle-toned person. In recalling the hospitality of the Georgian teachers and the outpouring of enthusiasm for our work, I realized that all the physical inconveniences were truly inconsequential.

For anyone interested in doing teacher training seminars abroad, I offer three golden rules: 1) Be prepared. Have a firm idea of what you are going to present. Take everything you need with you: paper, pens, aspirin, band-aids, batteries, and medication. 2) Be flexible. Adjust your program to the needs of the participants, working in concert with your teammates. 3) And don't forget to smile.

*John Dumicich teaches at New York University and Hunter College. E-mail: [jduhc@cunyvm.cuny.edu](mailto:jduhc@cunyvm.cuny.edu)*

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# Making College Connections: New Program Builds Bridges for ESL Learners to Higher Education

*Richard Goldberg, Alan Shute, and Suping Zhang*



Since January, 1993, community-based organizations (CBO's) in three different regions of Massachusetts have developed programs for ESL learners to make the transition to community colleges. Under a U.S. Department of Education grant, the Massachusetts Department of Education has formed partnerships between the Cape Cod Literacy Council and Cape Cod Community College, between the Haitian Multi-Service Center and Roxbury Community College, and between the two biggest educational providers in Boston's Chinatown—the Quincy School Community Council (QSCC) and the Asian American Civic Association (AACA)—and Bunker Hill Community College. Each partnership's program design has taken on its own personality. This article will focus on the Chinatown/Bunker Hill partnership.

## Collaboration

The entire project is operating under the acronym MELD (Massachusetts English Literacy Demonstration). The dictionary defines "meld" as "to cause to unite, blend, or combine." We feel we are "melding" on a variety of levels by trying to establish a broad continuum of services between instruction within the CBO's as well as between the highest levels of community ESL classes and the community college. The MELD Chinatown partnership is attempting to bridge the gap between CBO's and the college through an accelerated ESL class and an Adult Basic Education (ABE) class to ease the transition to higher education. Many of our students have studied ESL at either QSCC or AACA, which are household names in the community. One current ABE student began at the literacy level at AACA. Others have received their high school diplomas through AACA's External Diploma Program (EDP). MELD graduates who do not have a high school diploma from their native countries can apply to EDP to continue their education in the community beyond the 23-week MELD cycle and then apply to college.

All three partners are integrating assessment, support services, and curriculum. ESL teacher Suping Zhang, ABE teacher Richard Goldberg, and Alan Shute, MELD's program liaison at Bunker Hill, join bilingual counselor Cheri Leung to speak with prospective students as a group and individually at testing and orientation sessions, which are held in Chinatown. The

four team members work together to ensure proper placement of students. The teachers, counselor, and program administrators also meet weekly to discuss the students' and the program's short-term and long-term goals.

Early in each cycle students begin an Individual Education Plan (IEP) as part of an in-class workshop on goal setting. Once a month during the cycle, students meet individually with the counselor to discuss, amend, and update the IEP. During the second week of each cycle, students go to Bunker Hill during class time for an

---

**"Now it's time for us to control  
the bicycle by ourselves."**

---

orientation to the college's Center for Self-Directed Learning. After being introduced to the Center's many resources for self-paced, computerized instruction, students can use the Center on their own time to complement what they are learning in the classroom. Using their IEP's, they set up an individualized program with the help of Alan, who works full time at the college. This information is shared with the teachers and counselor in Chinatown.

## Confidence

In the first ten months of the program students have clearly articulated many of the barriers to higher education beyond "My English is very poor." Lack of knowledge about American colleges is at the top of the list. "How can I get financial aid?" "How much homework will I get?" "How do I ask the teacher for help?" Students get the answers because we regularly move the classroom from Chinatown to the college, which is just six stops away on the MBTA's Orange Line. Among other things, we run workshops on financial aid and admissions, library research methods, and course selection strategies.

Sixteen former MELD students are now enrolled at Bunker Hill. We often run into them in the hallways, the cafeteria, or the Learning Center, and they are happy to share their new experiences. MELD graduates also come back to Chinatown to give encouragement to current

*Continued on page 26*

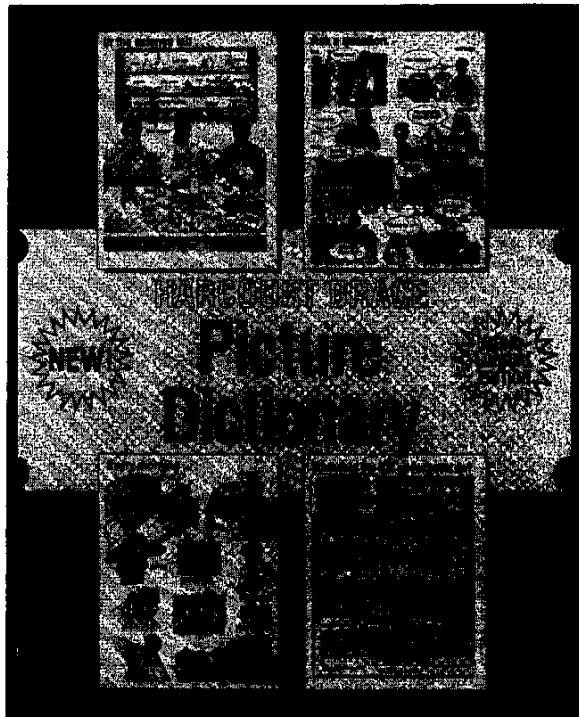


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## TEACHING IDEAS



## A Guide for the Perplexed

*Stephen Sadow*

The managers of Schoolife, Inc., a company that produces pens, writing paper, erasers, and other items used in school, has decided to enter another type of business. They intend to put together a catalog filled with "perfect gifts for students." Knowing that students, in general, have very little money to spend, the managers are not planning to send the catalog to them but rather to their relatives (including any rich uncles they may have) and to others who have the tendency to be generous and who have the money to be so.

However, a problem exists. Schoolife, Inc. has always sold the same products. Its managers do not know anything at all about the taste and preferences of today's students. Neither are they familiar with the

products and services which interest young people. Therefore, Schoolife, Inc. is asking you, experts in what students like, to make up a list of what ought to be included in the catalog. They would like to offer a mix of expensive and inexpensive, preferably unique, items. It is important that the pages of the catalog be filled with unforgettable gifts.

Compose a list of articles and services to be included in the catalog. They can come from many sources. Then choose your favorites so that Schoolife, Inc. can highlight them.

*Stephen Sadow teaches at Northeastern University.  
E-mail: sasadow@lynx.neu.edu*

---

## Language Learning Through Crafts

*Yu-lan Lin*

Language learning through crafts enables students to learn many words, phrases, and structures rarely taught in textbooks and, at the same time, allows them to handle various colors, shapes, and textures with fun and enthusiasm. Teachers of ESL, foreign languages, bilingual education, and language arts have had success using crafts with students of all levels and ages.

For each selected craft, it is best to adapt and prepare an instructional text for the students. The instructions should include the name of the craft, the materials, the tools, and approximately ten sequential steps for making the craft. The students first learn the names of all the materials for the craft project and the names of the tools which they will need. After teaching the essential vocabulary, the teacher introduces the text as one would a regular lesson. On introducing each step of the text, the teacher demonstrates the proper way of making the craft. At this point students don't actually make the craft; they are exposed to the text and observe the teacher. After the teacher has introduced the entire text, the students are encouraged to memorize the text or at least familiarize themselves with the correct sequence of steps. Next comes the fun part, the actual making of the craft.

A high school class would spend about two weeks studying the vocabulary and the text before attempting the craft. The hands-on session takes about a week. Hence, three consecutive weeks are needed for the completion of a craft project. During the hands-on activity, spontaneous communication takes place. Students are encouraged to interact with one another and ask the teacher questions in the target language. The students' finished product serves as the basis for evaluation.

*Yu-lan Lin teaches at Snowden International High School, Boston.*

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There are various craft-making activities which can be easily adapted by language teachers. Paper craft ideas include: paper cutting, paper folding, making bookmarks, decorative seasonal cards, accordion books, trays, organizers, kites, lanterns, flowers, flags, bags, and mobiles. Wood crafts that require few tools are: dolls and puppets, boxes, bookends, and bead necklaces. Metal crafts, such as making candle holders, wind chimes, and pendants can be challenging activities for both language and craft-making skills. "Softer touch" projects including fabric and yarn crafts can also be done in class; some of these are: dolls and stuffed animals, French knot pictures, cross-stitching, knotting, couching (a form of embroidery), macramé, and appliqué.

## Cooperative Learning: Games

Debbi Friedlander and Jennifer Haegele-Buell



Cooperative games can make language learning exciting and fun. They make everyone laugh and create positive social interaction between learners of very different cultures. They also work well helping to bridge the gap between native and foreign language speakers. All ages and abilities can participate. It is crucial that a safe environment is created so that trust can be encouraged.

One of the first games I use with a group is called "A What?" The group sits in a circle. The leader begins with two objects like a cup and an apple in his/her hand. The leader presents one of the objects to a person on one side and says, "This is a cup." The receiver asks, "A what?" The leader repeats, "A cup." The receiver now presents the cup to his or her neighbor and says, "This is a cup." This person now asks, "A what?" The receiver then turns and asks the leader, "A what?" and the leader responds, "A cup." This information now gets passed back, like a chain reaction, to the person who has asked, "A what?" The effect is a repetitive chain of people turning one to the other asking, "A what?" ("A what?", "A what?") until the question gets back to the leader who answers it, "A cup!" ("A cup", "A cup.") After the cup is circulating in one direction, the leader presents another object to the person on her other side, following the same procedure. At some point one person will find themselves holding both objects, and then it is a real challenge, as well as humorous. Will the two "chains" cross over? Or will the game dissolve into giggles? Either way it's a success.

I learned this game during my childhood and the point was to make people laugh by using nonsense words for the objects. But, for the purpose of teaching English, it makes sense to use the actual English word, which has the same effect for my learners. Through repetition, the students become comfortable with the new words.

A game like "Birthday Log" can be played by the whole class. Everyone tries to line up in the order of their birthdays using only English to communicate. Moving along the line requires learners to physically help each other get into proper order.

One last favorite of mine is a game called, "Lemonade." A group is divided into two teams, one being the "actors" and the other the "guessers." The actors huddle up and decide on a geological or geographical location and an occupation, for example, a mountain top (location) and a climber (occupation). The

two teams line up three giant steps away from each other. The actors begin by taking a big step forward and saying, "Here we come!" The guessers step forward and ask, "Where are you from?" The actors step forward and say their location (ex: "The mountain top!"). The guessers step forward and ask, "What's your trade?" (or, "What do you do?" or "What's your job?"). The actors step forward and respond "Lemonade." The guessers take another step forward and say, "Well show us some if you're not afraid!" The actors then act out their "trade" in pantomime, and the guessers shout out their guesses. When they guess correctly, the actors must run back to their starting line, while the guessers try to tag them. Anyone who is tagged joins the guessers. The guessers become the actors for the next round.

For more ideas on adapting cooperative games for language learning, one can refer to "More New Games" and "Playful Ideas" from the *New Games Foundation*, Andrew Fluegelman, A Dolphin Book, Doubleday, New York (1981). *Everybody Wins: Cooperative Games and Activities*, Sambhava and Josette Luvmour, New Society Publishers, Philadelphia, PA (1990).

Debbi Friedlander and Jennifer Haegele-Buell are graduate students at UMass/Amherst.

### DON'T PEEK!

See page 29 first

- |                |                   |
|----------------|-------------------|
| 14. Verb Tense | 17. Infinitive    |
| 11. Article    | 16. Fragment      |
| 9. Comparative | 15. Gerund        |
| 8. Tag         | 13. Preposition   |
| 6. Passive     | 12. Spelling      |
| 5. Word Order  | 10. Modal         |
| 4. Agreement   | 7. Plural         |
| 3. Pronoun     | 2. Capitalization |
| 1. Quotes      | Across            |
| Down           |                   |

Answers

Error Analysis and Lexical Retrieval

## TEACHING IDEAS



**A**re you looking for ideas to get your workplace ESL students more involved in what they are learning? I've found that using board games can be a very successful way to teach cooperation among ethnic groups, improve language skills, and foster a relaxed environment for discussion practice. In addition, since the company where I taught made board games, it also had the added benefit of helping my students to feel more connected to their work environment.

In previous semesters, students had learned about their workplace by practicing dialogues related to general workplace issues. However, many of their supervisors told me they could still not communicate effectively with their bosses or understand directions on the assembly line.

---

**... using board games can be a very successful way to teach cooperation among ethnic groups, improve language skills, and foster a relaxed environment for discussion practice.**

---

Practicing conversation by learning the dialogues wasn't working for this group. Furthermore, because the class was half Russian and half Portuguese, students usually stayed with friends from their own language group, mostly speaking their first language.

Since all of the students worked on the assembly line, many of these dialogues geared towards prospective managers were not applicable. We needed something that would help them practice listening and speaking skills as well as work on job skills such as following directions. The supervisors also asked me to review vocabulary directly related to the products the students were making on the assembly line.

Using the board games produced at the company filled this need in several ways. The students had to learn to follow directions, and they were able to see an immediate connection between following directions and the successful and orderly progress of the game. I would later point out how following directions on the job would also aid in the successful completion of tasks.

The board games were also enormously helpful for

## Using Board Games Effectively in a Workplace ESL Class

*Joseph Dow*

teaching cooperation among various ethnic groups and personalities. In my class, when Russian and Portuguese students were on the same team, they found cooperating with each other to win the game more important than staying within their language group. Because board games are very structured, they provide the framework for the shy students to participate equally with the gregarious ones without calling attention to anyone in particular.

Using the product produced at the company had the added benefit of giving my students a sense of belonging to the organization in which they invested so much of themselves and also of learning about what they were making every day. Many of them, who worked on "the line" to produce various pieces of these games daily, had never played the games before. It gave them some idea of where their job fit in the overall picture.

### Recommendations

1. Spend some time going over the directions to the game with the entire class before playing the game. An explanation of keywords is helpful as is a general discussion of the use and popularity of board games in the U.S.

2. Divide the class into groups of mixed ethnic backgrounds in order to foster cooperation and to encourage maximum English practice.

3. Use a variety of games to practice different skills. Our class used *Scrabble* to build vocabulary and practice spelling. Another game, *Fifty States*, was useful for teaching geography and basic principles of the American economic system.

4. Many of the games have junior versions, most importantly *Scrabble*, so consider using these versions for beginning ESL classes. In the junior *Scrabble* game, students have to place letter tiles over words that are already on the board, so the skill of inventing words from the tiles is not necessary.

5. Since some students may not be as comfortable with competitive games, allow them to enjoy the process of it rather than dwell on who wins or loses.

6. In a separate class, spend time reinforcing the skills learned from using the games. They may be obvious to you as the teacher, but the students may not see the connection to their work unless it is made clear.

Board games will not replace your current workplace ESL curriculum, but they can serve as a useful adjunct for a class whose primary focus is listening and speaking skills at work.

*Joseph Dow teaches at Bentley College, Roxbury Community College, and Bunsai Gakuen. E-mail: jdow@bentley.edu*



## Online Resources



### TESL-L

**T**ESL-L is a 24-hour electronic communications resource for teachers and other professionals involved in the education of non-native English speakers. This service is available free to anyone with access to Bitnet or Internet.

TESL-L members can discuss items of mutual concern and coordinate their teaching and research efforts more effectively. TESL-L is a quick and efficient way to get news of conferences, jobs, books, and materials and to "talk" about all of these with colleagues.

#### To join TESL-L

1. Get an electronic mail account (your institutional academic computing services department can help you get started).
2. Send a mail message to:  
LISTSERV@CUNYVM.CUNY.EDU or  
LISTSERV@CUNYVM.BITNET (use whichever address works for you). In the body of the message, type *SUB TESL-L yourfirstname yourlastname* (e.g. SUB TESL-L William Weld).

If you have any problems, send a message to the TESL-L management (esicc@cunyvm.cuny.edu).

### What TESL-L Means to Me

*Eileen Prince*

**W**hat does TESL-L mean to me? It means a lot. TESL-L provides a place to "talk" with people from all over the world who want to discuss ESL/EFL issues. For me, it has meant making new friends in our field and being able to get information and diverse opinions on a variety of issues. It has also meant two other things.

Through the list, I was able to organize a group of teachers and administrators interested in working on professionalizing our field and how we are treated by the institutions in which we work. Those of us fortunate enough to go to the TESOL conference in Atlanta met there and continue to meet electronically.

In addition, one of TESL-L's sublists, TESLJB-L (job bank), enabled me to find a part-time teaching position in Clark University's Graduate TESL Certificate Program. Not bad for a free service, huh?

*Eileen Prince teaches at Northeastern University.*

*E-mail: eprince@lynx.dac.neu.edu*

### **RCC** *Continued from page 3*

at six levels with a state-of-the-art language laboratory for morning, afternoon, and evening classes. Roxbury Community College is pleased to be hosting MATSOL this spring, and a committee of dedicated RCC staff are

working diligently to make this one of the best conferences yet! For more information about the conference, contact Betty Stone at (617) 625-1335.

CHECK THE NOTICE  
BOARDS . . .

. . . for the MATSOL get-together  
at TESOL in Baltimore.

### Wallet Found!

Thanks to those concerned about Suzanne Koons' wallet, which she misplaced at the Fall Conference. The wallet was found, safe and sound.

## TECHNOLOGY SHOWCASE

# "CNN Newsroom"

*Suzanne M. Koons and Michael Feldman*

To bring the day's world news and events into your classroom, try "CNN Newsroom." The program is a 15-minute, commercial-free summary of the day's news designed for high school classroom use. The program airs weekdays on CNN at 3:45 am/EST. Teachers who enroll in "CNN Newsroom" are permitted to tape the program when it airs and use all or part of it in class. There is no cost to enroll; for information, call (800) 344-6219.

The December/January issue of *TESOL Matters* carries an article by Susan Stempleski and Ewa Soliz which highlights a sample lesson plan developed around a "CNN Newsroom" broadcast. The article is an excellent explanation of how to use the CNN news program in the ESL class.

In addition to the news program, teachers who enroll in the program have access to "A Daily Classroom Guide," designed by materials developers at CNN. The teachers' guide provides background information, vocabulary lists, discussion questions, activity suggestions, and student handouts.

If you are interested in previewing the guide, you may find the following information helpful.

### How to retrieve the guide

1) Most of the major commercial online services, including Compuserve, America Online and Prodigy, carry the guide.

2) Those with full Internet access can use gopher to access and download the guide. Each gopher server

presents its own menus, but the following menu items should be easily located. Follow the sequence, hitting RETURN after each item:

- Other Information Servers
- Gopher Home
- Other Gopher and Information Servers
- North America
- USA
- General
- AskERIC (Educational Resources Information Center)
- Library of Education Resources
- Full-Text Education Information
- AskERIC Lesson Plans
- Browse Lesson Plans
- CNN
- Current

Select the date of the broadcast you want. To download the guide, check with your systems manager.

3) If you have Internet access, but don't have gopher, try these steps. At your system prompt, type *telnet*, then *open*, then *ericir.syr.edu* and log in as *gopher*. Follow the instructions, selecting "Gopher" in the menu. Then follow the same path listed in (2), beginning at the "Library of Education Resources" step.

*Suzanne Koons teaches at Massachusetts Institute of Technology. E-mail: smkoons@mit.edu*

*Michael Feldman teaches at Boston University. E-mail: mfeldman@acs.bu.edu*

## Making College Connections

*Continued from page 20*

students as they get ready to make their transition. Once students enroll at Bunker Hill, Alan becomes their advisor. Most of them already know him well from their time spent in the Learning Center. An early intervention system he worked out with faculty members shows encouraging signs. So far, students are adjusting and are handling the work load with no major problems. As one of them wrote before he finished his class in Chinatown, "Now it's time for us to control the bicycle by ourselves."

*This article is based on a presentation at the Fall '93 MATSOL conference. Richard Goldberg teaches for the AACA, Alan Shute teaches at BHCC, and Suping Zhang teaches for the QSCC.*

*E-mail (Goldberg): quincc@a1.mec.mass.edu*

## SCALE's 20th Anniversary

Friday, April 29

All SCALE veterans invited. Contact  
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**TECHNOLOGY  
SHOWCASE**

## Higher Education Job Listings

*Alison G. Howe*

**L**ooking for employment prospects? Did you know that *The Chronicle of Higher Education* posts job listings electronically that you can easily access? Just follow these steps (hitting RETURN after each one):

If you are on Internet, at the prompt, type *gopher*. Then follow this sequence:

- Other Gopher and Information Servers
- All the Gopher Servers in the World
- ACADEME THIS WEEK (*Chronicle of Higher Education*)
- Job Openings in Academe

[At this point you can choose to search the listings using the *Chronicle's* job categories or search using your own words or phrases.]

- Search using the *Chronicle's* list of job titles
- Faculty and research positions

- Humanities
- English language and literature
- [To see a detailed job listing, go to a specific job listing.]

OR

- Search using your own words or phrases
- [to limit your search to a specific region of the U.S., go to that number]
- [enter key words]
- [To see a detailed job listing, go to a specific job listing.]



*Alison Howe works at Harvard's Institute of International Development and Wellesley College.*

*E-mail: ahowe@husc4.harvard.edu*

### WHERE IN THE WORLD ARE ? . . .

AMY BATTISTI	MYRA E. HOGAN
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## A(n) Historical Hodgepodge

Robert Saitz

Do we say or write “an historical event” or “a historical event”? It would seem that we have enough trouble with the article system to not want to worry about this, yet it’s one of the most frequent questions asked by non-natives and natives alike. An answer requires a review of the English *h* sound, a will-o’-the-wisp that appears and disappears over the history of English.

In Old English, *h* seemed pretty stable in initial stressed position and was probably a sound similar to today’s initial *h* (and unlike the strong velar fricative sound represented by written *h* in other positions, Old English *niht* later *night*). Some Old English words with a prevocalic *h*, in modern spellings, were: *half*, *holy*, *hell*, *home*, *house*, *honey*. But fairly early on we have evidence that prevocalic *h* in unstressed positions, particularly in unstressed pronouns, was weak; in 13th century writing we find *madim* for *made him*.

The linguistic invasion of French, beginning in the 11th century, brought a good number of words into English such as *hair*, *harmony*, *honest*, *honor*, *hour*, *horrid*, *herb*. These borrowings probably came without an *h* pronunciation; the words began with the following vowel sounds. When we find them in print, both in Old French and Middle English, we find variant spellings: for *heir*, both *eir* and *haire* (Spenser); for *harmony*, both *harmonie* and *armonyne* (Chaucer); *heresy* as *heresie* and *eresie*; *honor* as *honor*, *onor*, and *onour*; *hour* as *ure* and *hure*; *ability* as *habilete* and *ablete*. It’s most likely that *h* was not being pronounced in these words. The process of borrowing French words spelled with *h* but pronounced without *h* in French continued: *hotel* and *hermitage* are both seventeenth-century borrowings, *habitué* a nineteenth, and where would our asparagus be without its *Hollandaise*? So as a result of the French influence, English added a good number of words with initial *h* spellings.

A second development occurred between the 14th and 18th centuries: *h*-dropping in words that had initial *h* in Old English. Thus *alf a pound* (14th c.), *owsold* for *household* (15th c.), *erefter* for *hereafter* (16th c.), *ave* for *have* (18th c.). It may have been especially common among the uneducated, as it soon became a class marker which today we think of as “Cockney.”

Over a similar period we find *h*-adding to vowel-beginning words of both English and French origin, words that had no *h* in either speech or writing: *our* as

*hour*, understood as *hounderstood*, *evil* as *hevelle*, *eat* as *hete*, *up* as *houp* and *hobblegations* (denounced as a vulgarity in the 17th c.).

In addition to such additions and droppings, we note the development of spelling pronunciations, especially for the French borrowings, so many of which came with *h* spellings. So *hotel*, *hermitage*, *horrid*, and *harmony* get pronounced with *h* (but *honest*, *honor*, and *hour* don’t!). The process of spelling pronunciation continues today. A paltry few years ago the word *forehead* was pronounced “forrid” though spelled *forehead*; the *h* in an unstressed position had disappeared. Contemporary dictionaries (but not the *OED*) give two acceptable pronunciations: “forrid” and “forhed,” the second clearly a spelling pronunciation.

Thus over the years we have had *h*-adding, *h*-dropping and *h*-tinkering. It’s no surprise then that standard speakers say *hotel* but not *honor*, that Hooker would write of our “habilitie to annoy” (17th c.), that British speakers say “erbe” and American speakers often say “herb,” etc. The variations also affect our use of the indefinite articles with their basic rule of *a* before consonants and *an* before vowels. Evidently this rule was not as all-powerful as it is now until the seventeenth century. Thus when we find *an house* in a fifteenth-century text, we can’t be sure whether we have an early *h*-dropping or *an* before a consonant. But by the nineteenth century when we have more evidence on pronunciations and when the article rule was in force, we find words in which the *h*-spelling pronunciations prevailed, yet they are preceded by *an*. Both *hotel* and *hermitage* had *h*-pronunciations; but we often find *an hotel* and *an hermitage* in writing. *Habitual* and *historical* seem to have retained *h*-less pronunciations longer; they are still to be found in current British English though the *h* was there in the 19th century: “a habitual drunkard” (Macaulay). The *OED* gives only *h* pronunciations for both words.

Today the great majority of speakers of English say *habitual* and *historical*, and for them the appropriate article is *a*. For those who say “istorical” and “abitual” the *an* is appropriate. Since the *h*-less pronunciations for these words are British and since British pronunciation continues to carry a cachet among non-British speakers, some *h*-speakers borrow the cachet by using *an*, and we are not surprised to hear it used by them on formal occasions—proclamations, awards, speeches, etc.

*Continued on the next page*

**WORD  
PLAY**

# Error Analysis and Lexical Retrieval

*Michael Feldman*

To complete this crossword, identify the type of error in each clue. Multi-word answers contain no blank spaces, e.g., parallel structure

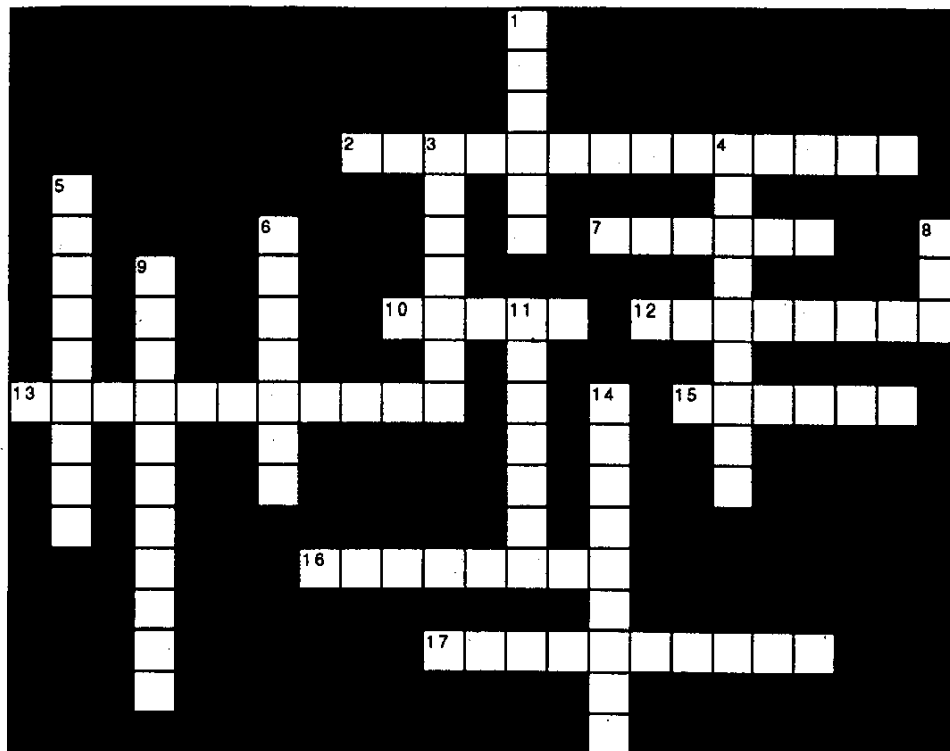
*Michael Feldman teaches at Boston University. E-mail: mfeldman@acs.bu.edu*

**ACROSS**

- 2. The United States of America
- 7. Tough love is one of the best kind of love.
- 10. I shouldn't do that if I were you!
- 12. He was unconscious.
- 13. The Cowboys were briefly tied to the Bills.
- 15. I enjoy to learn English.
- 16. Since you're not going to pass anyway.
- 17. We wanted giving our teacher a new car.

**DOWN**

- 1. Upon discovering her feet he yelled, Eureka!
- 3. She doesn't know very much about they.
- 4. Every one of the students' books were open.
- 5. All's well that well ends.
- 6. The winning story wrote by computer.
- 8. This isn't the worst class you've ever taken, isn't it?
- 9. I am smarter than anyone in this room.
- 11. The stitch in time saves a nine.
- 14. That was the week that is.



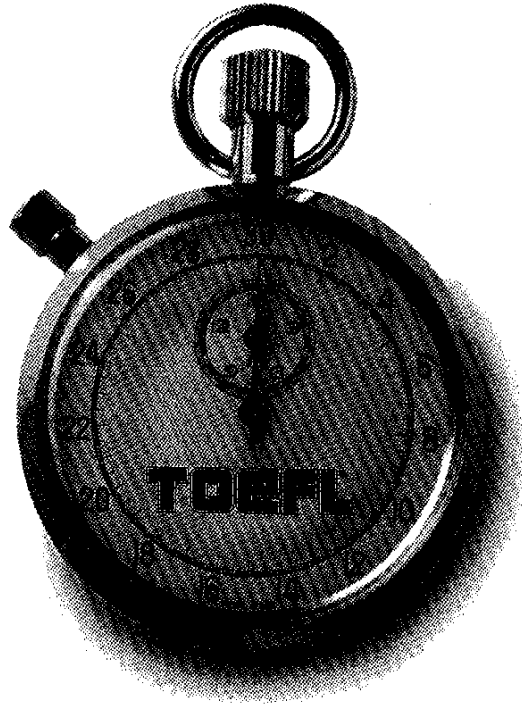
## *Hodgepodge* Continued from page 28

We can blame the French for part of the problem; why didn't they drop those *h*'s when they loaned us all those words? But we have to have sympathy for current French learners of English who have so much trouble with English words beginning with *h* and words beginning with vowels. They say "appy" for *happy* and "happle" for *apple*. Although "appy" results from their perception

of English *h* as a vowel-onset sound and "happle" probably from an overgeneralization (if you have to add *h* to "appy" to make it right, surely you do the same with *apple*), in any case we can think of it all as a satisfying case of hoist (or 'oist) with their own petard.

*Robert Saitz teaches at Boston University.*

# Preparing For The TOEFL® Test?



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