

Just Like Me Using Autobiography in an ESL Classroom

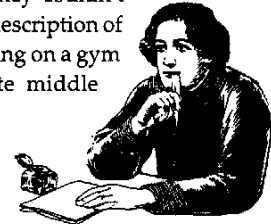
Carol Baum

Several years ago while searching for material that would engage my academic reading class at Bradford College in Haverhill, MA, I came across *Makes Me Wanna Holler* an autobiography by Nathan McCall. Once I started it, I couldn't put it down. The book was compelling, well-written, and spoke movingly to racism as it recounted McCall's life as a young African-American just after the heyday of the Civil Rights movement. I decided to add it to the syllabus for spring semester and challenge my international students with something new.

The students met the first assignment with the usual complaints. Although some of them were serious and hard working,

the majority saw their way to high TOEFL scores via TOEFL workbooks rather than doing the reading I required. How could I expect them to read twenty-one pages and also answer questions? Besides, they weren't interested in African-Americans. I smiled, knowing that they couldn't help but be moved by Nathan's description of himself as a twelve-year-old sitting on a gym floor in a predominantly white middle school being ridiculed to the point of tears.

I soon recognized the power of autobiography as a teaching tool. An autobiography encourages comparisons—how are my life and struggles similar to the writer's? Before the students broke into discussion groups



Continued on page 8

Inside

| | |
|---|----|
| Using Autobiography in an ESL Classroom | 1 |
| America: The Land of Opportunity and Dreams | 1 |
| Spring Conference Plenary Reports: | |
| A Profession That You Are | 4 |
| Brain Scan | 5 |
| Over Their Shoulders | 9 |
| How Do We Measure Success? | 13 |
| Who Am I? A Poem | 16 |
| DOE Grant | 17 |
| Collage | 18 |
| New Yawk, New Yawk! | 19 |
| In Memory | 20 |
| Board Members New and Old | 22 |
| Regular Features | |
| From the President | 2 |
| From the Editor | 3 |
| How I Got into ESL | 10 |
| Teacher Research | 14 |
| Language Lore | 21 |
| Book Reviews | 23 |

America: The Land of Opportunity and Dreams

Jana Zavodna

In recognition of the teacher exchange agreement between the Massachusetts Association of Teachers of English, (MATSOL), and the Slovak Association of Teachers of English, SAUA/SATE, I was officially nominated to the State Conference organized by the Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL) where our association had a presentation stall.

This was the first official presentation of SAUA/SATE at the MATSOL Conference which, I hope, will lead to the rich future cooperation and further exchange from both American and Slovak sides.

First of all let me thank you as well as SAUA/SATE for inviting and providing me this opportunity personally. I must mention the people who were directly included, above all Marjorie Soriano who is the person really dedicated this cooperation and whose primary idea the whole exchange was. It is a pleasure to thank Gabriela Dornakova, the President of SAUA/SATE and all the people directly involved in the exchange, mainly Whitney Tibolt and Lynn Scheller who I stayed with. I must not forget all the institutions, high schools and middle schools in Cambridge, Newton and Beverly and the ESL departments that allowed me to observe their educational programs.

The program of the exchange was very exciting. Since my landing at the Boston Logan Airport on 23 March until my taking off on 3 April. Whitney

Continued on page 11

MATSOL Currents

Editor

Tom Griffith
Showa Boston

Associate Editor

Andrea Tobias
Showa Boston

Reviews Editor & Advertising Liaison

Sterling Giles
Roxbury Community College

Teacher Research Editor

Jean Chandler
New England Conservatory of
Music and Clark University

MATSOL Currents is published two times a year and is available through membership in MATSOL. Send submissions to the editor, Tom Griffith, Showa Boston, 420 Pond Street, Boston, MA 02130. Submissions should be sent on a PC disk or by e-mail to the editor: tgriffith@showaboston.org. They should include a two sentence BIO and passport-style photo. For submission guidelines or questions, call the editor at (617) 522-0080 x 8004.

Submission Deadline

Vol. 26, No. 1, October 1, 1999

Advertising

Contact Sterling Giles
(617) 451-6332

Design & Typesetting

Bartleby Scriveners

Printing

Sir Speedy, Brookline

From the President

It is with great pleasure, in my new role as MATSOL President, to address you in this June issue of *Currents*.

As you know, the new MATSOL year began on April 1, 1999. Our MATSOL leadership transition took place after our conference, and after your vote on the new MATSOL Board positions. I'd like to take this opportunity to thank Linda Schulman for her leadership, for her kindness, and for her commitment to MATSOL over the past three years. Not only has Linda worked tirelessly for her 3-year term, but she has also committed herself to remaining actively involved in MATSOL, as we build on the work of the last board. I'd also like to welcome the new board members, and the many new members who have recently joined MATSOL. Finally I'd like to thank you for your continued support of the organization and for your commitment to the profession.

As we prepare for the new millennium, it's important that we, as an association, and as individuals, reflect on the history of MATSOL and revisit, validate and renew our mission. To that end, I invite you to think about why you have joined this profession. What role can MATSOL play in your professional life? What challenges and opportunities exist for you and the students you serve? In what ways do you want to be involved in the work of our association?

Over the past several years, MATSOL has faced a number of challenges both internal and external. Internal changes include a more diverse membership with a variety of expectations of the organization. The membership, through rap sessions, evaluations, discussions with the board, and the General Membership Survey, has also voiced the many threats and challenges facing our profession whether political, economic, social, technological or educational. You have also provided the board with suggestions for addressing some of these threats, and your needs in coping with them. Most importantly you have asked MATSOL to be more responsive to the increasing challenges, yet to ensure that the association is responsible in setting achievable goals and sustainable activities for the current

Continued on page 3

From the Editor

MATSOL is back! Oh, you say, we didn't know it had left. It didn't literally leave, but it's back in terms of new officers, new members and new vigor. The last couple years saw some turmoil at the top, while membership eroded at the bottom. But the challenge was met — over the winter a great push was made both to recruit new board members and to expand the base. Many of the new faces are shown on page 22, and we're glad to report that overall membership is now inching up to a new high of 800. Believe me, MATSOL is being served by some dynamic folks with big ideas. Just being around them is exhausting. New President Paula Merchant spells out some of those ideas in her Letter on this page.

One initiative from last year — Professional Development Presentations offered in lieu of a fall conference — is reflected in several articles, including our lead by Carol Baum. Two others, by Sigrid Bott and Marcia Puryear, show an effort to keep a better balance in our coverage between Higher Ed and K-12. Note too Robin Wayne's report on the Mass Department of Education grant on page 17. Robin also provided the germ for an exciting new feature - one page an issue for student work, this time by an Uganda student of hers at Bunker Hill Community College. How about you?

Our other lead, and a two-page spread inside, celebrates MATSOL's sister

Continued on page 3

From The President *Continued from page 2*

and future generations of MATSOL. To succeed in our mission, with an ever-transitioning volunteer board, and limitations on time and funds, it is clear that we need to rethink the way that we approach our work as an organization, and the ways that each member can be involved in guiding, informing and leading within the association.

In response to these internal and external influences on MATSOL, the Board met for a full-day retreat on April 24, 1999, to discuss the state of the organization and the many sources of information provided by individuals and Special Interest Groups. We came to the consensus that we need to begin to plan more strategically for your current professional needs while ensuring stability for future generations of our association. The needs of your special interest group were well represented by your representatives and the other board members.

Thank you to Johan Uvin, the MATSOL Vice-President, and Chairman of the MATSOL Planning Committee, who facilitated the retreat and who guided us through several exercises, in which we were able to review and discuss the many sources of information gathered from the membership. From this information we were able to glean the most urgent threats, opportunities, hopes and expectations, to identify the strengths and weaknesses of the organization, and to think about directions that we need to take to address these issues. We learned that there are some issues which are common to all members and others which are SIG specific. We also learned that there are areas of the organization which have been addressed well, and others which have not. Indeed we had several intense discussions, and differences of opinion and perspectives on some issues. However, the board came to a common understanding and agreement on the strategic directions which emerged from this day, given the inclusiveness of all stakeholders in MATSOL.

Over the next month, we would like to again ask for your involvement in validating what we have assessed and discussed. There are some areas where we need more specific

From the Editor *Continued from page 2*

relationship with the English teachers of Slovakia. Alas, the world's eyes are on Eastern Europe again. While Slovakia is far from the fighting, the turmoil in Kosovo recalls how fragile democracy is in much of the former Soviet empire. All the more reason to strengthen ties across old boundaries, in hopes of forging a common standard of rights and values. Moreover, we couldn't improve on Jana Zavodna's account of the Spring Conference at Northeastern. She brought a freshness and exuberance that should make us more grateful for what we have in Massachusetts.

That conference had a presentation by Jean Chandler, who has toiled away for years in the cause of Teacher Re-

information from you, and answers to new questions which developed from this process. Your involvement will help us to develop the priorities and goals of *MATSOL Forward*, the working name of this strategic plan. In order to realize this goal, we have organized a series of focus groups, by region, to discuss these issues and this planning process with you. We hope to get as many members involved as possible, and for a cross-representation of each interest group of the organization. The information and ideas gathered from the focus groups will be used to finalize *MATSOL Forward* and the goals and priorities of the organization for the next three years. The Focus Groups will be advertised in the Bulletin, and on the new MATSOL website, www.matsol.org.

In closing, I'd like to reiterate the importance of your voice in this process and to encourage your increased involvement in the association. While recognizing the increasing demands we face in our jobs, we must also recognize the power that we can have as a group in improving our profes-

The information and ideas gathered from the focus groups will be used to finalize MATSOL Forward and the goals and priorities of the organization for the next three years.

sion. This is not a new idea. It is a common theme in discussions of organizational capacity-building. It is a simple concept we can realize with your individual involvement, strategic planning and strong leadership. I invite you to think about the ideas posed to you at the beginning of this letter, and to join this call to action. Please contact your representative or any member of the board. Email addresses can be found on the new MATSOL web site, or you can refer to the board contact information provided in this issue. I look forward to working with you and for you, and to our experiencing the positive results together over the next two years!

Paula Merchant

search. We feature her longest report yet, on acquisition of vocabulary. Also returning is Bob Saitz, whose columns delight the grammar wonks among us. And we continue our new series, "How I Got into ESL." They bear out my suspicion that no one on earth ever set out to become an ESL teacher. I've considered offering \$10,000 of MATSOL's money to anyone who can prove that they did. But I won't. Please send in your tale, or anything else. It's been two years without a single Letter to the Editor. I'll really believe MATSOL is back when the membership starts griping again

Tom Griffith

SPRING CONFERENCE

Friday Plenary Address of Eleanora Villegas-Reimer

A Profession That You Are

John McCarthy

The lack of adequate teacher training, so often in the news these days, was a main theme of Friday's plenary address by Eleanora Villegas-Reimer, associate professor of education at Wheelock College. But, in addition to noting the shortcomings of teacher education programs, the speaker gave proposals for improving them. Villegas-Reimer, who has worked as a curriculum consultant to the US Agency for International Development and the World Bank, described challenges faced by teachers worldwide and showed how improved education programs could help teachers meet them.

Villegas-Reimer struck a chord with the audience, saying, "There are many professions that you have. Teaching is a profession that you are." She went on to describe some of the components of teaching: encouraging and motivating students, helping them develop skills and values, and learning about families and communities. To meet these demands, teachers need adequate training, but many are not getting it.

Teacher preparation varies widely throughout the world, and is often insufficient, according to Villegas-Reimer. In some countries, secondary school graduates can become teachers. In others, only an elementary school education is required. But, even where university degrees are required, teacher preparation may be inadequate. In her native Venezuela, Villegas-Reimer was certified without ever having taught in a classroom. The requirements in the United States may be different. However, there are still weaknesses in this country. Villegas-Reimer said that teacher training institutions may have insufficient contact with the schools for which they are training teachers. In addition, attempts to increase enrollment at the institutions have reduced their quality. Villegas-Reimer also stated that programs too often prepare graduates to teach "the average child"; "average" meaning "white, middle-class and English-speaking."

According to Villegas-Reimer, teacher training programs,

despite their current problems, can be greatly improved if the right changes are made. In fact, these changes have been incorporated into Wheelock's education program and are proving to be a success.

Villegas-Reimer stressed the importance of practical experience for prospective teachers. All countries should require a practicum, she said, and it should involve more than teaching. At Wheelock, students are matched with a

Villegas-Reimer also stated that programs too often prepare graduates to teach "the average child," "average" meaning "white, middle-class and English-speaking."

local school, and attend all the meetings that a member of the school's faculty would. Wheelock students are also paired with mentor teachers at their partner schools and are evaluated by both the mentors and members of the Wheelock faculty.

The type of practicum outlined by Villegas-Reimer produces well-prepared teachers, she said. "By the time they enter their own classroom, they know what to do." This benefits new teachers as well as schools and their students. In addition, the partner schools and teacher training institution gain from closer ties. Mentor teachers for the Wheelock program also receive a voucher for a course at Wheelock. "Everybody is gaining so much," said Villegas-Reimer. Urging teachers to help with the success of such programs, Villegas Reimer said, "If you are a teacher in the field, open your classroom to the students — It's a lot of work, but it's a responsibility."

ZIP Code Alert

If your zip code has changed, PLEASE e-mail Lisa Soricone, Membership Secretary. All she needs is your name and new zip code. E-mail address: soricoll@gse.harvard.edu

Saturday Plenary Address of Wayne O'Neil

Brain Scan: What Research Tells Us About Bilingualism

Tom Griffith

In an age of hype, with the media full of scientific studies that "prove" opposing viewpoints, it's refreshing to hear a researcher speak modestly about what new science has revealed. Professor Wayne O'Neil of MIT opened his plenary talk on just such a note. He said that the Nineties had been hailed as the "decade of the brain," but that for all the progress in the mapping of cognitive functions, we haven't learned all that much about language acquisition - either of first or second language. "It is clear that we know very little about the brain itself, thus very little about the brain of the monolingual."

Still, some interesting experiments have been done with equipment developed for medical research. The very names are enough to make you queasy - PET for Positron Emission Tomography; FMRI for Functional Magnetic Resonance Imagery; MEG for Magnetoencephalography. They result in those amazing images you see of the brain, with certain areas dyed blue or pink to highlight particular functions. He cited five studies that focused on bilingualism.

The first was conducted in Quebec, where anglophones are required to study French from an early age, and vice versa. English L1's who began French at age 5 were tested with the PET. As the positrons did their work, the subjects heard words in their two languages and then in separate tasks responded with synonyms, rhymes and translated cognates. Did the stimulus of the L2 register in any other section of the brain? No. Both languages lit up the same parts of the brain.

A second study used the FMRI on a variety of bilinguals, the difference being between those who had acquired the L2 in early childhood or as young adults. The subject's head was immobilized and their brains scanned as they imagined saving sentences in their two languages. This task lit up the same region of Broca's area for the early learners, but different regions for the later learners. O'Neil judged the test more valid than the PET study because of the higher spatial resolution of FMRI and because the task tapped something close to ordinary language behavior.

Cosmopolitan Paris was the setting for a third study, which used both PET and IMRI as tools. The subjects were Italian-English and French-English bilinguals who'd learned the L2 after age 7, and Spanish-Catalan speakers who'd learned it before the age of 4. This time they listened to stories in the L1, L2, an unknown L3, and in backward speech (do you wonder if this testing could make you a little crazy?) The results were complicated and mixed, but at least one test showed the L1 response, but not the L2, on the dedicated left-

hemispheric cerebral network.

The fourth again involved Spanish-Catalan and Catalan-Spanish speakers, who had learned both languages before the age of 6. While the languages are similar, there are distinct differences in vowel sounds. The subjects were asked to discriminate and classify these differences, and they couldn't, suggesting that they didn't hear them.

A similar result came out of the fifth test, which focused on Japanese-English speakers. It's well known how non-Japanese words are assimilated and transformed by inserting vowel sounds between consonants. Ice cream becomes *aisu kurimu*. The MEG equipment was used as the subjects heard syllables on the equally notorious *la-ra* continuum. Results seemed to support the hypothesis that the difference is phonetic for English speakers but acoustic for Japanese.

"Does bilingualism make you smarter?"

He said there was no evidence of it, but that it was the wrong question, insofar as it overstressed intelligence levels. The pedagogical value of bilingualism, he said, was more an issue of social and cultural factors.

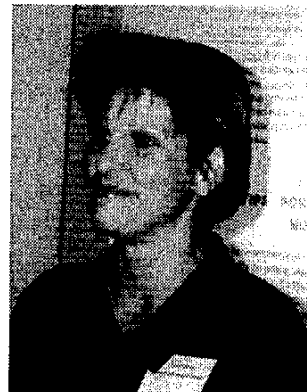
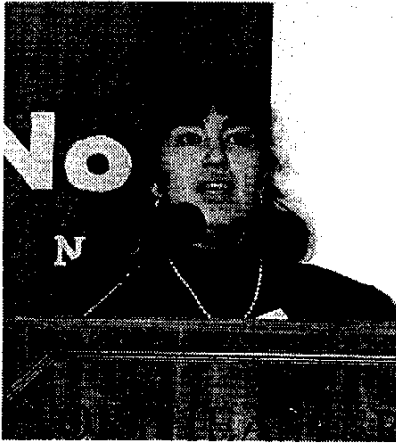
What are the implications of all this for language teachers? Not much yet, he cautioned. We still don't understand the neurobiology of language knowledge or of its acquisition. In the question session, I asked him flatly, "Does bilingualism make you smarter?" He said there was no evidence of it, but that it was the wrong question, insofar as it overstressed intelligence levels. The pedagogical value of bilingualism, he said, was more an issue of social and cultural factors.

MATSOL is now on line!

www.MATSOL.org

Friday

SPRING



Saturday

CONFERENCE



Using Autobiography in an ESL Classroom continued from page 1

each week, I asked them questions about themselves that related to the reading. In time they were able to assemble their written responses into their own autobiographies.

An autobiography also needs to be placed in an historical and sociological context. The students wanted to know why Nathan was so angry. Their lack of knowledge about American history inspired me to find answers for them. I put together new curriculum including The Color Line, a chapter from Howard Zinn's *The People's History of the US*, describing the coming of the first slaves to the colony of Virginia in 1619; "The Peculiar Institution," a selection from Heather Robertson's *Bridge to College Success*, describing slavery in the 19th century; and several articles about Jim Crow laws. I also gave the students an article about Rosa Parks and played Martin Luther King's "I Have a Dream" speech for them. They started to empathize with Nathan.

Nathan wrote about his involvement in gangs where guns, not words, were used to settle disputes. I asked the students to find out how a person got a gun permit and then I organized a debate on gun control. When the students read the chapter in which Nathan went to jail, we discussed the

prison system in the US, comparing the percentage of African-Americans in prison to whites.

Other activities flowed out of the reading. The students listened to the music that Nathan liked. This included Marvin Gaye, whose song "Makes me Wanna Holler" was the inspiration for the book's title and Pink Floyd, the first white music that Nathan enjoyed. I showed three films, *The Long Walk Home*, a fictional account of the Montgomery, Alabama, bus boycott, *When We Were Kings*, a documentary about Mohammed Ali, and *Hoop Dreams*, a documentary about two teenagers aspiring to be professional basketball players. The students also read an excerpt from Frederick Douglass' autobiography.

That semester the students never stopped reading. As they read about Nathan's transformation from criminal to respected reporter on the *Washington Post*, I observed their transformation from rote learners to thinkers. At the end of the semester they thanked me for choosing *Makes Me Wanna Holler*. I couldn't have felt happier. After all, aren't moments like this what makes teaching so rewarding?

Carol Baum, of Newbury, teaches at Bradford College.

TESOL Academies • The continuing education you need

San Antonio Academy
The University of Texas
at San Antonio
June 11-13, 1999

Baltimore Academy
The Johns Hopkins
University
June 25-27, 1999



Chicago Academy
The University of Illinois
at Chicago
July 16-18, 1999

Seattle Academy
Seattle University
July 30-August 1, 1999

Stay ahead of the curve

No one knows better than you the importance of continuing education to stay ahead of trends and technology in language teaching. TESOL academies are an interactive forum for professionals like you who are committed to lifelong learning.

TESOL academies focus on the challenges and solutions that will increase your effectiveness as an ESOL professional. Each workshop is a concentrated course led by top-notch faculty to enhance your professional growth with the benefit

of peer networking on a university campus—a perfect setting for a weekend retreat.

Workshops run concurrently from Friday afternoon through Sunday noon. The registration fee is US\$185 for TESOL members and US\$245 for others and includes all instructional materials, certificates of attendance, refreshment breaks, and a preview of TESOL's latest publications and teacher resources.

Contact TESOL Academy, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314-2751 USA
Tel. 703-836-0774 • Fax 703-836-7864 • E-mail sgrady@tesol.edu • <http://www.tesol.edu/>

Over The Shoulder

How L1 Writing Affects L2

Sarah E. Dietrich

“He can't write anything,” I overheard a teacher say of one of her students. “She's in the *baby* class,” said another teacher of her adult student. Made by well-meaning teachers, these comments were surely not intended as criticism of the students they described. Nonetheless, observations like these remind us that, in thinking about the people that we teach, we sometimes focus not on what they can do but on what they cannot. We often forget that our students bring to the classroom knowledge and skills which can be built on as they learn English.

As a teacher trainer and doctoral student, I am particularly interested in understanding how students' experience with writing and language study can act as building blocks for writing in a second language. To learn more about adult writing this past fall, I studied one of my students: Carolina, a 25-year-old Spanish speaker who had been in this country for three months. Carolina has a Master's degree in engineering in Venezuela and was at an intermediate level in English.

In order to explore whether she used similar strategies when writing in her first and second languages, I observed Carolina as she wrote one essay in Spanish and one in English. She wrote about topics taken from the Test of Written English (TWE); in Spanish she wrote about an important decision in her life and in English she wrote an essay trying to convince someone to study her language. As Carolina wrote on a computer, I was able to observe her hesitations and the changes she made; I sat behind and did not interact with her while she was writing. While writing, Carolina expressed her thoughts aloud and her voice was recorded on a tape placed next to her. After she had finished each essay, I asked her questions about what she had just written. All together we met three times: for the Spanish essay, for the English essay, and for a final interview to gather general information about Carolina's experiences as a writer and a language learner.

In looking at her texts, our interviews, and the transcripts of what she said while she was writing, I observed patterns which were similar to those described in a number of existing studies of adult second language writing. First, I noticed that Carolina used the same text structures and overall organization in both languages. She explained that her essays followed the pattern she had been taught in high school. Second, Carolina went through a similar writing process when writing in English and in Spanish. In both languages, she made no notes before she wrote. After she had written her essays she went back and reread what she had written, making changes in vocabulary and sentence structure. Third, when writing in both languages, Carolina drew on Spanish to plan her next words or sentences. “*Por lo tanto...*,” she said to herself as she wrote in English “*therefore*.” She used Spanish

not only while she was deciding what to say next but when revising and editing her essay. When rereading what she had written in English, she would translate parts back into Spanish to see if the structure sounded right.

In studying Carolina, my goal was to learn more about the knowledge that students who can read and write in their own language bring to the process of learning to write in English. Watching Carolina write reminded me that students are taught ways of organizing texts. Before I can expect my students to write essays which follow a particular structure, I must provide them with models of the kinds of text I am asking them to write. My observations of Carolina convinced me that students should be encouraged to see their native

My observations of Carolina convinced me that students should be encouraged to see their native language not as something which will hinder their acquisition of English but as a resource on which to draw when they are struggling to formulate and express their ideas in their second language.

language not as something which will hinder their acquisition of English but as a resource on which to draw when they are struggling to formulate and express their ideas in their second language. Though I am certain that practice plays a key role in language acquisition, working with Carolina helped me understand that students' first languages can act as points of comparison when they are unsure of a word or of a grammar structure in English. Finally, and most importantly, watching Carolina think and write in English gave me the opportunity to reflect on the knowledge of writing, of English, and of the world which my students and I bring to everything we write. Watching her compose reminded me that rather than being empty vessels waiting to be filled, our students are brimming with ideas and experiences on which we can help them build their acquisition of English.

Sarah E. Dietrich is Coordinator of ESL at Salem State College

How I Got into ESL

Margo Friedman

“Margo, I think you would enjoy teaching ESL to Russian pensioners with me,” my friend Norma suggested. It was the early 70’s and I was supervising student teachers in the St. Louis public schools for the University of Missouri. Having taught many years, I was intrigued by this volunteer opportunity. It was love at first sight, and I have never looked back. The pensioners were highly motivated and I quickly learned that the classes were more than language work; they were a regular social meeting place and

a place to learn about this new Midwestern culture. I found the experiences stimulating, warming, and invigorating. We all bonded quickly. When I moved to Boston, I volunteered teaching Russian pensioners again. This grew into teaching classes at ALA, obtaining an Ed.M. at Boston University, and teaching in Framingham and at CELOP. Mine is a story of volunteer work turning into a vocation. Coming from a family that valued international friends and travel, it has been a most natural journey.

Anne Benaquist

I was combining teaching freshman composition part-time at Keene State College in New Hampshire with parenting a baby and a toddler at home when a colleague asked if I’d like to help him teach ESL in the local Adult Basic Education program. I agreed because I had participated in exchange programs to Sweden and France, had majored in linguistics and had studied several languages, so the idea of helping other travelers pick up a new language appealed to me. I liked the experience so much I ended up doing it for the next 14 years.

My first class was a mixture of Greeks, Swedes, Poles, French Canadians, and others. A few years later, we had a big influx of Cambodians and Vietnamese in the area. Throughout, I was thrilled with the enthusiasm and energy my students brought to language learning. They came because they needed English to succeed in their new environment, and they worked very hard. To improve my ESL teaching skills, I attended a summer institute at U.Mass. in ESL methods with Ray Clark of the School for International Training and went to

many state-sponsored conferences and workshops.

My teaching role later expanded to coordinating a tutoring program, which involved counseling students, training volunteers to tutor them, providing materials and ongoing support. In the meantime, I was editing the newsletter for NNETESOL and copy editing ESL textbooks in my free time as well as creating all publicity for the tutorial program, so I started taking editing and design courses to improve my skills. These experiences (along with a move to Boston) led to another career, editing textbooks, which took me out of the teaching field for about ten years. I returned to education in 1996 after a life-changing experience led me to rethink my lifestyle. At first I taught business executives at several language institutes—another great group of motivated learners! I missed the longer-term continuity of college classes, however, so I gravitated toward college teaching. Today I’m teaching college students part-time at four colleges during the year. I have a different book bag for each school. It’s an interesting life.

Kathleen Lange-Madden

My joys and frustrations with language teaching came about quite by accident. Ask any ESL teacher the question *How did you get into ESL?* and they usually have some tale to relate, which ends with . . . and so I started teaching ESL. My story is no different. In the early Nineties, to fulfill a graduate fellowship in literature, I was running a writing lab at a small, private college in upstate New York. At that time the college, like many others, began zealously recruiting international students, but had no facilities to assist ESL learners. As a result, they were sent to the writing lab. The majority hailed from Japan, and it was they who sparked my interest in ESL teaching. Shortly after completing the degree, I was off to Japan with the JET Program to embark

on a career in EFL teaching. Teaching in Japan led to a Masters in TESOL and a full range of ESL teaching experience, from kindergarten through higher education.

In writing this essay, many wonderful memories of past ESL classes have passed through my mind. However, the reality of my situation is sinking in and, as I notice the time, I realize I’ve got tomorrow’s class to think about and last night’s homework to check. So, once again, the duality of the question *How did I get into ESL?* comes into play.

Kathleen Lange-Madden teaches at Showa with editor Tom Griffity, who put out a plea for this essay the evening before the publication deadline.

America: The Land of Opportunity and Dreams *Continued from page 1*

met me there with a big sign "JANA" that I could not miss. My first evening in the U.S. was full of exchanging information about our countries, education and teaching procedures.

Next day I spent walking around historic North End, Boston Commons and Victorian Public Gardens (without Swan Boats in that time of year), across Beacon Street is the Bull and Finch pub, the inspiration for the U.S. TV show Cheers. Admired significant landmarks on the Freedom Trail, Old South Meeting House, Faneuil Hall, Paul Revere's House, Old North Church and more. No wonder I returned to Whitney's apartment really exhausted but full of experiences. To fulfill the day I visited New England Aquarium, one of the best in the country. That evening we enjoyed typical red Boston lobsters at Mamma Maria's classic restaurant at one of the oldest part of Boston at North Square.

The Ringe and Latin High School in Cambridge was my destination on Thursday. I observed ESL classes of beginners and advanced students who were having a group presentation on Martin Luther King's famous speech I have a dream that was for me quite a new experience as my students mostly would not be able to present something like that. Mainly because of their lower level of English but I should try to practice this method of learning and teaching. In the afternoon I visited Harvard Square with the most famous Harvard University and took a photo of John Harvard statue.

Friday and Saturday were conference days. It took place at Northeastern University, in a modern and charming building. The whole program of the conference was worth seeing but, of course, it was impossible. Both presentation were exciting as I could see the way of speaking and thinking of one of the world experienced teachers Eleonora Villegas-Reimers on teacher preparation and observed MIT Professor Wayne O'Neil's talk on theoretical issue concerning the brain of bilingual. Of the other presentations I visited Rob Vitello and Connie Nelson's Teaching in the Workplace, the topic which was completely new for me and was surprised by its simplicity and generosity. As I am an English and IT teacher I intended my attention to the presentations somehow connected with using computers. The best one was John

McCarthy's on ESL Activities for Microsoft Office. This one was really helpful because our school, Business Academy (or rather Secondary School of Commerce) in Senica, Slovakia aims on preparation of secretaries, personal assistants to MDs, junior accountants and travel agents and I can directly use this experience in teaching practice. For me and my students it will be interesting to get to know about MAT program options at the School for International Training what Fiona

Cook informed us about. Bette Steinmuller and Michelle Remaud's presentation on how to make art a part of your syllabus was my start of the second conference day. I enjoyed it a lot because to gain students attention is sometimes hard work so any good idea of attracting their interest is welcome. The more valuable exhibits you have chosen the better for your teaching process as the students can perceive not only English but art as well. I must not forget Marnie Reed's talk on sound concepts not only because of a very important topic but because of her unforgettable thought flow which gave me as a Slovak teacher of English sense and now I feel a need to implement her ideas which are new and progressive for me. Slovakia had a special presentation stall with maps, books, parts of the Slovak national costume, works and photographs of our education system and Easter decoration as the conference was held at Easter time. We provided information about Slovakia, about teaching jobs in Slovakia and SAUA/SATE. For more information,

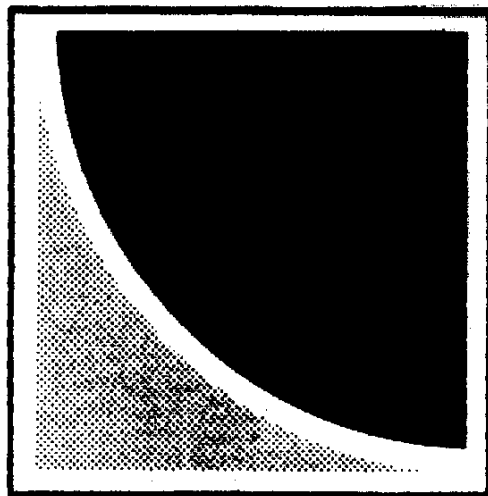
please contact Marjorie Soriano.

We finished the conference with a social and dinner to keep in touch in future and be able to help each other in our teaching world. Monday was the museum day. We went to see Museum of Fine Arts which houses the second largest art collection in the U.S. Superb Egyptian and Asian collections and 43 works by Monet and I managed to see special Mary Cassat exhibition that was really a top of my admiration. Next day I moved to a beautiful Lyns house in Newton and tried to teach with her at Oak Hill Middle School her ESL classes and shared my knowledge about Slovakia with students from all over the world, from Quebec through Brazil, Puerto Rico, Vietnam, China, Hong Kong, Russia to a small island of

Continued on page 12

SLOVENSKÁ ASOCIÁCIA UČITEĽOV ANGLIČTINY

S A U A



S A T E

SLOVAK ASSOCIATION OF TEACHERS OF ENGLISH

America: The Land of Opportunity and Dreams Continued from page 11


Kiribati in Polynesia which really surprised me to have such a variety in a class. A Big Apple day was Tuesday when three Slovak women traveled by midnight bus to New York to explore it on their own. A four mile walk from the Port Authority bus station to Battery Park on the edge of Manhattan with the Statue of Liberty in the sun rise stays in our minds forever. Of course we have seen Wall Street, Stock Exchange, New York from the open terrace of the 107th floor of the World Trade Center, Central Park, Metropolitan Museum of Art, to mention just some of the city's sights. On Wednesday, I moved to Marjorie Soriano's beautiful old house in Beverly and visited English and Foreign Language Department of Beverly High School which was good for me to see foreign language teaching in the U.S. because teaching English in Slovakia is really teaching foreign language as learners are not exposed to direct influence of English language. A working place was the stop next day and I could verify the conference theory in practical Marjorie Soriano's teaching. On Friday we discussed all the knowledge we had gained

during our stay on the way to Rockport, a lovely whale hunters place in Cape Ann. And here we go. Saturday—our leaving day. Is it the end or the beginning? I assume that the answer is clear. It is the beginning of our further cooperation that will lead to the improvement of ESL teaching and teachers themselves on both sides.

Some of my suggestions of taking advantage of our cooperation: immediately in my lessons during summer courses for children, high school students and learners who need English for business, international trade, banking, services etc. through the exchange and my assistance running a special year course of Business English for adult learners at Business Academy in Senica with the help of MATSOL lecturers making pencils trough the Internet between the Business Academy and high schools in Newton, Beverly or Cambridge for further suggestions, please contact Jana Zavodna, Senica, Slovakia


Jana Zavodna: janaz@oasen.sk

The Longman Preparation Course
for the TOEFL® Test, CBT Volume...



Together Volume A
and the CBT Volume
make the most
Comprehensive TOEFL®
Test Package
Available!

...As Close as it Gets to
the Real Thing!



**PEARSON
EDUCATION**

Amanda Rappaport, ESL Specialist
Phone: 617-666-9058 Fax: 617-625-6196
Voice Mail: 1-800-375-2375/ext. 4006
E-Mail: amanda.rappaport@awl.com

How Do We Measure Success?

Marjorie Soriano

The Slovak teachers have left. They experienced a MATSOL conference and participated in workshops. They visited educational institutions including the workplace (a non-entity in Slovakia), lived in the homes of MATSOL teachers, and took in the high spots of New York and Boston.

From our teachers, they drew new approaches to teaching English, and from the Boston environment and classroom, they experienced multicultural living. They have left behind, an impression of intelligence, openness and keen interest. They represent many in SAUA/SATE, who are diligent, caring, and dedicated to the future of their profession. At a time when teacher salaries are so low that fewer people are entering the profession, our partnership with SAUA / SATE is most appreciated. One can conclude that our first teacher exchange is a success.

But the true measure of its success is less about the teacher exchange per se, and more about how it will impact the future of English teaching and this generation of English speakers. It is about the foundation we've laid for a stronger partnership with SAUA/SATE, enabling English teachers to have a hand in the shaping of Slovakia's destiny in the western world

On the agenda, beginning in fall 1999, are opportunities for MATSOL and SAUA/SATE teachers to participate in programs together, both here and abroad.

- A pen-pal program (one is already in progress)
- Reciprocal exchange — MATSOL teachers are in-



vited at the time of SAUA/SATE's training conference, fall '99. Possibilities also for a January 2000 exchange. 10-14 day stay; opportunities to present, teach, sightsee, homestay.

- Overseas teaching assignment — teachers needed at all levels and situations; possibility of sponsorship.
- Summer Teacher Training Institute — in conception stage. MATSOL teacher trainers with skills ranging from listening /speaking to video and internet share ideas with Slovak trainers to broaden methodology.
- Plenary speaker from MATSOL for Fifth National Conference, Nov. 2000.

Whether interested in participating or seeking information, contact Marjorie Soriano, 978 927-2077, or marjorie.s@juno.com

Many thanks again to MATSOLers who provided home stays and gave so much of themselves. Thanks to Somerville, Cambridge, Brockton, Jamaica Plain, and Beverly High School language departments, as well as Mt. Ida and Roxbury Community College ESL departments for contributing to the learning experience by providing opportunities for the Slovak teachers to observe classes.

We hope this is the beginning of a long and mutually beneficial relationship.

Marjorie Soriano is MATSOL liaison to SAUA/SATE



Strategies for Remembering Word Meanings: What Works Best for East Asian College Students

Jean Chandler

Many studies indicate that learning vocabulary is important to the acquisition of a second language (SLA) and that various methods of teaching new words are effective. The key word method has been found to be among the more successful methods, while rote methods are usually less effective. According to a questionnaire filled out by all incoming international students at my institution, my students (mostly East Asian) felt that vocabulary was the single most important factor in SLA and reported using few ways of remembering new word meanings other than repetition (rote).

Therefore I created a new course for intermediate level (TOEFL 500-540) students in order to try to teach them other strategies to remember new vocabulary. This course met for two hours a week for 15 weeks. It also provided an opportunity for classroom research: I designed the course so I could measure individual and class success in learning new vocabulary in response to a variety of teaching methods. I also asked all students to fill out a questionnaire at the end of the semester about the helpfulness of each of the methods to them personally. After they had done that, I shared the individual results with each of the students so that they would have some objective information about their learning styles. It was my hope that they would not only learn the words in the semester's lessons, but, more importantly, that they would gain new insights into their own learning strategies and perhaps begin to use new strategies in their everyday lives as a result.

Procedure

There were three sections of this new course, taught by the same teacher (me) in the same way, and one section taught by a different teacher in the same way. The four sections together consisted of 50 East Asian students (26 Koreans, 16 Japanese, and 8 Chinese) and 1 European—45 females and 6 males.

At the beginning of the semester, the teachers told the students that this course would be an experiment to find out how they learn vocabulary best, that they would be learning new word meanings in class by a variety of methods, that these words would be in the short stories they would be reading during the semester but that they shouldn't study the word meanings outside of class. We explained that the

results of the test on the word meanings at the end of the semester would not count toward their course grade but would only be used as feedback to them about how each method worked for them.

From a list of words that none of the students knew on the first day of class we chose 25 words from each story. From each list of 25, we taught 5 words in each of 5 ways: 1) by association with a picture (teacher-generated), 2) by association with an action (teacher-generated), 3) by association with another word either in their own language or in English (student-generated except when they couldn't think of any

The only student who said on the questionnaire that she felt that rote repetition had been the most helpful method was the second lowest scorer.

association in their own language and then the teacher helped in English), 4) by having students write a sentence using the word (student-generated except in one section when the teacher simply had students copy the sentence out of the story), and 5) by rote. The words differed only slightly between the four classes. If the same word was taught by one method in one class, it was taught using a different method in another section. For example, the word "heave" could be taught by 1) showing a picture of people heaving boxes, 2) by going through the action of heaving something, 3) by associating it with the key word "heavy," 4) by using it in a sentence, or 5) by having students repeat its definition several times to themselves.

All classes read the same seven stories but in different orders. We taught one list of 25 words during one 50-minute class period. Students were then assigned to read the short story for homework. During the next class period we reviewed the words using the same 5 methods, as well as discussing the story. For the next homework there was a writing assignment on the story. Near the end of the semester we used three class periods to review all the words again, but

Continued on page 15

Strategies for Remembering Word Meanings Continued from page 14

in reverse order to the one in which they had been taught. This was done by giving students a list of the 25 words in each story and asking them to supply as many meanings as they could remember (production). After they had done that, we once again used the same pictures, actions, associations, sentences, or repetitions as originally. For homework during this time, we also assigned exercises using the words; the exercises included categorizing the words in various ways and emphasized collocations.

One class period was then used for a production test and another class period for a recognition test (matching) of all word meanings. The results of these tests provided the study's outcome measures. At the last class all students filled out a questionnaire about which method they felt worked best for them. Then we gave them each individual data as well as group data about how many words taught in each way they could actually define or match with the correct meaning.

Results

The matching test was obviously easier than the production test on the same words. Students correctly matched an average of 54% of the word meanings on the final test, whereas the average score on the production test was 41%. (This difference is statistically significant at the .05 level.)

There was considerable variation between students' scores. The highest score on the production test was 94% and the lowest was 6%. On the recognition test, the scores ranged from 96% to 11%

Average Scores by Method

| Production Test | Recognition Test |
|-----------------|------------------|
| 46% Picture | 62% Picture |
| 42% Sentence | 54% Sentence |
| 41% Key Word | 52% Action |
| 37% Action | 51% Key Word |
| 28% Rote | 39% Rote |

The table shows that the Picture method was the best one for both tests, the Sentence method was next, and the Rote Repetition method was the worst. The Key Word method was third best on the production test, whereas the Action method was third best on the recognition test, but the difference between the two on the latter was quite small. On the production test, the differences between Picture and Sentence, between Key Word and Action, and between Action and Rote were all statistically significant at the .05 level. Similarly, on the recognition test, the differences between Picture and Sentence, Sentence and Key Word, and Key Word and Rote were all statistically significant.

The questionnaires showed that the rankings of the methods were in exactly the same order as the results of the recognition test, i.e., students as a whole found the Picture

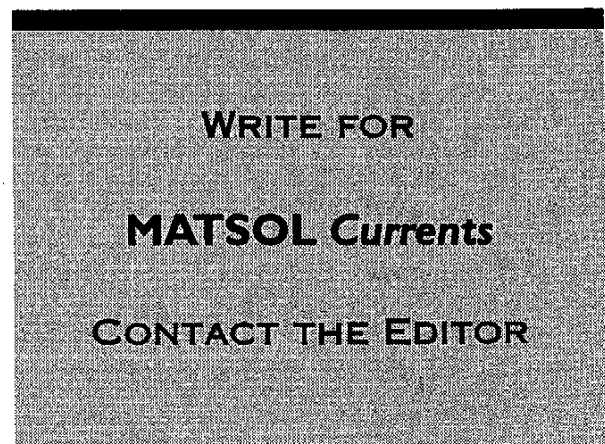
method to be the most helpful in remembering word meanings, the Sentence method next best, etc. At the same time, individual students' judgments of how much a particular method helped was not significantly associated with their individual test scores on words taught by that method. Still, only one student (out of 50) actually learned new vocabulary best by the rote method, and she had the lowest cumulative score on the test. And the only student who said on the questionnaire that she felt that rote repetition had been the most helpful method was the second lowest scorer.

Discussion and Conclusion

I conclude from these results that it is important to teach students how to use other methods of remembering words besides rote repetition. The Sentence method — the second most successful one overall — is the easiest to use. There was not a significant difference in its usefulness whether students invented sentences on their own or simply identified the sentence in the story containing the new word. This method is also easy for students to use on their own when they are learning new words. The Picture method, which was the most successful method, takes somewhat more teacher time to prepare. That this method was so successful speaks well for picture dictionaries. In the future, I will continue this course, using multiple methods with each word. I will use the Sentence method with all words, and in addition, I will use other methods, except rote, whenever practical.

It is also important to give individuals feedback about their own performance on the vocabulary tests since the method that an individual thought was the most helpful did not always turn out to be the one by which he or she learned best.

Jean Chandler, in addition to her position as Teacher Research Editor for Currents, teaches ESL at The New England Conservatory of Music.



STUDENT WORK

Who Am I?

Rita Nambi

A child of pain and poverty,
Mother told me these painful stories when she
Remembers those worst days of her teenage life,
Sad, these were the very sad olden days.

She conceived of me not knowing how she was supposed
To stay in this burden world without her best friend, her only
Mother who was at that time seriously ill dying of cancer.
There was no hope for grandma to survive at the time,
the cancer disease had no treatment those olden days
Sad, these were the very sad olden days.

Mother suffered the most excruciating pain of her life
When she knew that her only mother was to die
And the new baby was on her way too. So she had
To accept whatever came first on her way to that pain.
Sad, these were the very sad olden days

Mother got the final words from my grandma that she knew
Her time was almost over, but she could imagine then that,
I was going to be a baby girl.
Grandma told mother this baby girl coming in her life was
Going to become her mother from that day she died.
Grandma gave me her names as "Amina Nambi."
Sad, these were the very sad olden days.

At 2:00 p.m. mother gave birth to me. Then two hours after
Grandmother had seen me she said, "Maybe if it was a boy
I would have stayed longer, but since it is a girl, she can take
My place." Grandma passed away a few hours after
the conversation. Mother cried out so loud, she was so confused
she did not even know what to do after this terrifying experience.
Sad, these were the very sad olden days.

When I began to understand I learnt that,
These names that grandmother gave me after birth,
Were important to mother. Also the second name Nambi in my culture was
Through the history of Buganda she was the first woman in
Buganda. It is the same story related to that of Adam and Eve as the
First people in the Christian Bible. The story in my
Culture says Kintu and Nambi.

Rita Nambi, originally of Uganda, was Robin Wayne's student at Bunker Hill Community College.

MATSOL-DOE Grant

Robin Wayne

As you may have read in the last issue of *Currents*, MATSOL received a generous grant from the Massachusetts Department of Education for the current academic year. Five school districts - Dedham, Needham, Norwood, Watertown and Westwood participated in the activities of the grant. Each district provided a "team" - generally composed of ESL staff, at least one content area/classroom teacher and administrator. Team members attended a series of Academies and workshops led by Emily Lynch Gomez of the Center for Applied Linguistics (CAL), Washington, DC. The purpose of the Academies was to basically to learn how we can improve the ESL programs in Low-Incidence-Population districts. To accomplish this goal, we began by performing a self-evaluation, an evaluation of what each district was providing for its English Language Learners (ELLs). In addition, we identified the issues we felt needed to be addressed, including cultural acclimation, language, cultural knowledge, MCAS and Iowa exams, assessment of these students, and parental involvement as well as integration into our communities. We also learned about assessment and evaluation, designing rubrics, use of portfolios, and more

from Margo Gottlieb of the Illinois Research Center, Des Plaines, Illinois.

We met in all-team Academies and workshops and in individual team meetings, working most specifically on developing units which aligned the Massachusetts Curriculum Frameworks and the TESOL Standards. To be truthful, it seemed an impossible task at the outset. However, after the first few Academies, we all felt we were "getting the idea" and, by the end of the mid-January Academy sessions (even in the middle of the snowstorm), we were pretty much all on our way to developing a unit. The result is "The Idea Book," a loose-leaf binder filled with different types of activities, lessons, assessments and resources, which span the grades from kindergarten through senior high school and can be adapted and adopted and replicated in any similar school district. There will be an Institute, also part of the grant, comprised of three modules presented by Leslie Turpin and Kathleen Graves from the Center for Teacher Education, Training, and Research at the School for International Training (SIT), of Brattleboro, VT, the week of June 28-July 2. On Monday and

Continued on page 20

Delta's Key to the TOEFL® TEST

Teach the skills or teach the test?

We believe you can do both!

Delta's Key to the TOEFL® Test is built on the philosophy that skill building and evaluation are interrelated. 54 units of study address the specific English skills necessary for success in college and on the TOEFL.

Our course is designed around how people actually learn language.

Each unit features:

FOCUS—An introductory exercise to focus attention, activate prior knowledge, and help students anticipate the content.

"DO YOU KNOW...?"—A thorough description of a specific skill or rule, along with numerous sample test items and a discussion of TOEFL "tricks."

PRACTICE—Sets of TOEFL questions for intensive practice of the skill or rule.

EXTENSION—Activities to stimulate discussion and interaction in the classroom, extend skill practice, and link the classroom with the real world.

ASSESSING PROGRESS—Timed quizzes to simulate sections of the TOEFL, review skills, and evaluate progress.



COLLAGE

A MATSOL Mini-Conference

Marcia Puryear

One of a series of MATSOL "mini-conferences" was held on November 7, 1998 at Peabody Middle School in Concord, Massachusetts. Presented by Marcia Puryear and Sigrid Bott, ESL tutors for the Concord Public Schools, it was entitled COLLAGE, an acronym for Collection of Language Learning Activities for Growing English. The presenters wanted to deliver concrete, hands-on methods and materials for all language teachers, but particularly for tutors on low-incidence populations such as Concord.

Marcia Puryear began the workshop in a slide show format created on KID PIX, a software program which can be used by tutors and teachers in a variety of linguistic situations. Demonstrating its wonderful graphics and creative potential as a language building tool, it was the primary visual framework for the topics presented. The presentation covered the four elements of literacy, with emphasis on key considerations for tutors and teachers to remember as they work as language facilitators. The two key points are: 1.) The listening, speaking, reading, writing cycle innately implies that one area supports all the others: an important factor for tutors to realize as they juggle their goals for a student with the priorities of the classroom. As tutors our goals may be to "fill in the gaps" in a child's language, whereas the classroom teacher's priorities may be based on curriculum content and cognitive growth. We can work on both goals simultaneously. As we work with a student on a class writing assignment, for example, we have ample opportunities to incorporate our focus on oral skills. It takes good listening skills and creativity on our part, but it is the key to teaching oral language within a relevant, meaningful context. 2.) The context of scaffolding (expanding syntax, prompting, questioning, and giving feedback). Tutors need to use these techniques to expand, refine, and re-

pair a child's language in all stages of the literacy cycle. This involves the development of a clinical ear; an ability to catch samples of language gaps, or confusions when they occur, and use on-the-spot scaffolding to begin to fill the holes. Especially important is moving the child from 'social language' to 'academic language.' Tutors should use meaningful moments of conversation and familiar context as a framework to increase and refine comprehension and the expressive abilities of our intermediate students. Too many kids at this level fall through the cracks!

The writing process was used as a framework for presenting a myriad of teacher-made materials. The KID PIX slides moved from the brainstorming stage, through drafting and sharing, revising and editing, and finally on to publishing. Each stage was coupled with hands-on samples of stimulating ideas and easily-made materials. These ranged from worksheets to word wheels, mystery bags to "E-mail" (a great way to connect ESL students with each other and with English-speaking friends, samples of students' journals, published student books, poetry books, and individual stories prepared and published on the computer. Throughout the presentation, emphasis was placed on the importance of the underlying connection between all phases of the literacy cycle and the use of scaffolding techniques to enrich students' language both orally and in reading and writing. The writing process becomes a vehicle for teaching language in all the stages of the cycle. It is the process, not the product!

It was the hope that participants would leave energized with new ideas and a broader outlook on ways in which the tutor can become an integral part of the child's language development, and be a larger part of the classroom community.

Marcia Puryear is an ESL tutor for the Concord Elementary Schools.

COLLAGE

Building Blocks

Sigrid Bott

My presentation focused on the building blocks or skills needed to begin to read and write English. I have found the following materials and methods successful with beginning students in grades K-5.

Pictures of experiences of interest and useful information for the students were shown in pictures books, pictures dictionaries, and children's story books. Single words are presented first of things that the student is familiar with. The saying, "A picture is worth a thousand words" is meaningful. Materials and ideas were presented from a variety of workbooks, classroom teachers worksheets, and ESL teacher-

created materials. A wealth of material has already been developed that is useful to use with ESL students. The key is choosing what is appropriate.

While the beginning student is tuning his or her ear into English (listening and speaking), he can be learning our Roman alphabet. To facilitate this the student can make his own set of letters on cards—to manipulate for games, spelling, etc. An ABC book is fun to make—your student either draws or cuts and pastes a picture of his choice for each letter. Many dot-to-dot books are available using the alphabet.

Continued on page 20

New York, New York... TESOL!

Carol Pineiro

Tuesday, 3/9: I get on the express bus at South Station in Boston and four hours later, I'm at Port Authority in Manhattan, pulling my suitcase 10 blocks to the Hilton. The registration lines aren't long; I keep running into people I know, exclaiming and hugging and asking how things are going. I run into Betty Stone from SCALE and she invites me to eat with some adult ed teachers at the Stage Deli. The place is lively, the plates are huge, the food is delectable, and none of us can finish what we ordered. We wend our way back to the Hilton to hear Welsh-born David Crystal talk about "The future of English," at the opening plenary.

Afterwards, I run into Chris Grosse from Thunderbird, the American Graduate School of International Management in Glendale, Arizona. She invites me to the wonderful Greek restaurant at the Warwick to chat while she eats dinner. I have a tall glass of beer and hear about the distance learning program she and Bill King are running in which graduate business students at Thunderbird work with Mexican executives in Monterey on entrepreneurship via two-way satellite A/V, the Internet and videotape exchange. There's a position opening in the fall... would I be interested? Well, maybe a few years down the road, I say. When Chris finishes, we call it a day, and I cab it to the Seafarers' International House on E. 15th near Union Square. I'm rooming with Jane George, a former CELOP colleague who now teaches ESL in a kindergarten program in Rhode Island. She's in bed already, studying the TESOL program book and planning her time at the convention. She offers to be the "alarm clock" for the next few days.

Wednesday, 3/10: As promised, Jane is up at the crack of traffic, showered and dressed before I get out of bed. We stop at a cafe for gourmet coffee and freshly-baked pastry and take a cab uptown for my 8:30 presentation. Renee Delatizky and Margot Valdivia couldn't make it to New York, so they asked me do "Producing a promotional video for IEPs" for them. Since I had a hand in the project, I agreed, and at 8:00, I'm eating breakfast in the Video Theater, waiting for people to come in and sit down. Only a handful of people are there at the beginning, but they keep coming. By 9:15, the room is packed, and I think happily to myself that all of them came to see our video. When I leave, they begin grabbing the handouts for the next presentation, "Mr. Bean teaches English," and I have to smile. I sit at the Video Hospitality Booth for the next few hours, repeating the exclaim-hug-ask ritual of the night before. I show videos, give out information, and answer questions, getting up now and then to look at the poster sessions opposite the hospitality booths. When my time is up, I wander through the lower floor of the publishers' exhibits and listen to salespeople go on about their products... so many ways to teach English. At 3:00 I go to the Living Language/Random House exhibit to talk about our

presentation the next day, then on to the Video Interest Section open meeting to listen to officers discuss the past year with members and make plans for the future; luckily they serve snacks. Later, I attend a discussion group on "Multi-media labs and video selection" led by Susan Steinbach from UC/Davis. Instead of cabbng it, I take the MRT and soon find myself back with the seafarers without mishap.

Thursday, 3/11: It's the MRT again to meet the Living Language/ Random House group for a late breakfast at the Hilton to go over our presentation once more. They are packing demo videos and glossy ads into shiny red shopping bags, *une tres chic forme de publicité*. At 3:00 we give our presentation on "English for New Americans," a three-video adult ed series for which I wrote the audio and video scripts and workbooks. It goes well, and we hand out the shiny red shopping bags to grateful attendees. Later, I browse the upper floor of the publishers' exhibits and chance upon a champagne toast to Pearson Education, which now includes Addison Wesley, Longman, Prentice Hall Regents, and Scott Foresman. I see Steve Molinsky and hear about his latest publishing exploits in foreign languages and CD ROMs. Way to go, Steve! For dinner, I meet Michal Mlynar, from SATE, MATSOL's Slovak sibling; we walk to the Trattoria dell'Arte on 7th Ave. and sample different kinds of antipasti, like grilled eggplant, marinated chicken and stuffed mushrooms from long tables at the bar. Each one has a unique flavor, and the Chianti Classico we order provides a smooth transition from one to the other. We give in to the waiter's dessert suggestions, and find it a relief to walk several blocks in the biting March wind to the MRT.

Friday, 3/12: My last day at the convention I attend the morning CALL Academic Session on "Turning technology into teaching" by presenters from Buenos Aires, Santa Barbara, Tel Aviv, and Cairo. They emphasize the need for "humanware," rather than hardware or software, to analyze the needs, and then design, implement and assess the use of technology in EFL/ESL programs. When they finish, we try out the video and computer equipment for our afternoon presentation, and then it's off to the Hotel Elysee for a Houghton-Mifflin focus group on the same subject. At 4:00 Gerry Groff (Catholic Charities), Margo

Continued on page 21



Carol Pineiro

IN MEMORY Janet Entersz

Margot S. Valdivia

It is with great sadness that we note the passing of our dear colleague and friend, Janet Entersz. Janet was a Senior Lecturer at the Boston University Center for English Language and Orientation Programs (CELOP), where she taught for 10 years. This time was marked by significant professional achievements and an outstanding record as a teacher. In addition to her teaching, Janet made her mark at the Center through her committee work, her service as CELOP's representative to the Boston University Faculty Council and through her numerous curriculum development initiatives. She was respected by all her colleagues for her professionalism, her knowledge of grammar and for her thoughtfulness.

Before her time at CELOP, Janet worked for a decade in the field of library sciences. After being awarded her MAT from the School for International Training in 1980, she taught briefly in Mexico and then in Spain for much of the 80's before returning to the US and a position at Hunter College in New York.

Janet died on April 30, 1999 at home, after a lengthy and courageous battle with cancer. She leaves her mother, stepfather, three sisters and a brother, other family members and many devoted friends.



Margot S. Valdivia, Boston University, is director of the Center for English Language and Orientation Programs (CELOP) valdivia@bu.edu

COLLAGE *Continued from page 18*

Counting and identifying numbers comes next on my list of important and relevant vocabulary. Good old Richard Scarry has provided a great book—*The Best Counting Book Ever*. A game to play to practice number words is to roll dice and then write the number word (using two for higher numbers).

Next, learning color words is useful. *Too Many Balloons, a Rookie Reader*, is a simple story combining number words and color words. Learning to name body parts might be presented next. Take small-size file cards, draw a portion of the body and label 3 or 4 parts.

Classroom words are important too. Labels throughout the room in English and the language of your student helps him feel comfortable, and can be an opener for others to learn a second language.

Poetry gives a sense of rhyming sounds and rhythm, an important component of our language. Some favorite authors are Jack Prelutsky, Shel Silverstein and David McCord. *Hailstones and Halibut Bones* by Mary O'Neill uses color words to describe feelings and moods—a great inspiration for creative writing.

Have fun watching your students as they acquire the vocabulary to communicate orally and express their ideas—then begin to read and lastly to write in their new language.

Sigrid Botts, ESL tutor for the Concord Elementary Schools

MATSOL-DOE Grant

Continued from page 17

Tuesday, June 28 and 29, it will be a teacher module; on Wednesday and Thursday, June 30 and July 1, it will be a teacher trainer module; and on Friday, July 2, there will be an administrator module.

The two-day teacher module will demonstrate how local curriculum can be developed from or strengthened by the Adult ESOL Curriculum Framework. The two-day teacher module will train trainers interested in training teachers how to use the framework. The one-day administrator module will address issues of program design. Please note that enrollment is limited to 25 participants per module. It is possible to register for one, two, or all three modules as long as there is room; we will also maintain a waiting list. The site is yet to be announced, but it will be in the greater Boston area. For registration or additional information, you may email me at: bird02494@aol.com; by phone at: 781-455-8633 [PLEASE call between 9:00 A.M. and 10:00 P.M.] We are hopeful that some of you will be interested in replicating this program in your districts.

Robin Wayne is Partnership Coordinator

FUGGETABOUTIT

by Bob Saitz

It's not fair. He gets all the money and we have to clean up after him. I refer to William Safire, self-styled language maven and very successful *New York Times* columnist.

In a recent column entitled "Fuhgeddaboutit," Safire finally noticed that in American English when the alveolar stops occur after stress and between vowels, they are called flaps. *Matter* and *Madder* sound alike. He represents the sound with a dd, a reasonable choice since we don't have a single symbol available. His example is the phrase "Forget about it," where he symbolizes the sound at the end of *forget* with a dd, *fuhgeddaboutit*. I might not have said a word about this, but then he used it as the title of the article, calling attention to it not only for readers but for headline skimmers as well. The problem is that he seems to have been affected by a rather rapid short-term memory loss. If the sound between *forget* and *about* is to be represented by a dd, then what about the parallel situation between *about* and *it*? Same sound, same symbol, no? The phrase, in Safirese, should be *fugeddaboutit*.

This slip called to mind other Safirean slips and slights. Let me note just two others and you will thus have been well warned to read his column with caution. In a discussion of the various *theres* in English (adverbial, as in "He lives there," interstitial, as in "There, there, young man," pronomial (!), as in "Hi, there," and as a "dummy subject" in "There's a problem here"), Safire writes, "There are two kind of dummy theres. One is the existential as in 'There are two kinds, etc.' The other dummy *there* is locative . . . 'Right there is the money' tells you where the money is, even as the money remains the true subject of the sentence." The difficulty with



his description, as good ESL instructors will recognize, is that his second example is a case of genuine adverb, not a dummy; in "Right there is the money," *there* points out a place. He confused himself because the adverb was used in the subject position, out of its usual spot. But it we were to characterize everyone not found in his or her usual spot, as dummies, . . . ? The two "dummy" uses of *there* are the existential as he exemplified above and the locative, but the locative "dummy" is when the *there* functions as dummy in a locative context, as in "There's a strange odor here."

A final Safiric transgression is a slight. In a column on loanwords, in which he interestingly, for us, opines that "a billion or so people already speak English as a second language," he says that English is a language of "grammatical irregularity and illogical pronunciation." I might feel better if he had said "grammatical richness," but there's no way he's going to get away with "illogical pronunciation." One is stimulated to ask, "What is a logical pronunciation?" Is there a syllogism of sounds? If the first sound out of your mouth is a labial, then should the next one be alveolar and so on, marching in order toward the rear of your mouth? Are sounds inductive? Should we interpret three s's as meaning a sh? I assume Safire was thinking of the fit between sound and spelling in English, but that doesn't pardon him. He has slighted a language with a magnificent sound system, one that may be too logical! Look at all the wonderful balanced pairings: almost every voiceless consonant has its voiced counterpart. Almost every consonant can begin a syllable; almost every consonant can end a syllable. A cornucopia of riches!

So, be well warned to read his column with caution.

New York, New York Continued from page 19

Downey (CELOP), Andrew Blasky (DynEd) and I meet again to give our presentation on "Low-tech, high-tech approaches to multimedia." Luckily, most of the equipment works most of the time. Gerry demonstrates his laptop-VCR setup that allows a teacher to show a video and have the students ask questions or generate vocabulary that the teacher can type in and show on the monitor and then print out. Margo shows a story about toxic waste downloaded from CNN Newsroom which contains a segment of John Travolta in *A Civil Action* and gives ideas for using it in the multimedia lab. I go over the copyright rules governing the digitization of A/V materials, and Andrew Blasky reviews the history of multimedia, from VCRs to videodiscs to CD ROMs to DVDs and demon-

strates DynEd's latest multimedia products. After all that work, Margo and I walk down Broadway to the Living Language/Random House social hour held in a boardroom overlooking Times Square. Later, I go back to the Hilton for the Video Interest Section's 10th anniversary party. Tired but content, I take a cab downtown to the Seafarers' House alone. Another year, another TESOL, another rich exchange of ideas among people I am proud to stand among and be counted as: English language educators par excellence!

Carol Pineiro has worked with video for many years and is now interested in its applications in multimedia environments.
chp-bu@bu.edu

MATSOL Board Members

Behold the face, or faces, of the MATSOL Board (or at least those of them who were on hand when the camera came out at the last meeting). Now members may know how they look, and be able to accost them directly, on the streets.

Continuing



Margot Friedman
Past President



Johan Uvin
Vice-President



Leona Breslow
Treasurer



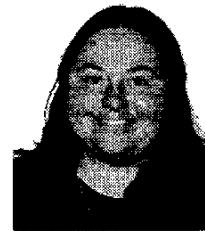
Nancy Herman
Job Bank



Brenda Hoyle
Low Incidence Rep



Tom Griffith
Currents Editor

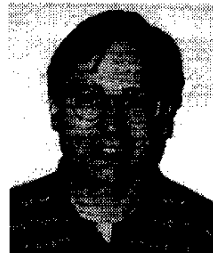


Andrea Tobias
Associate Editor

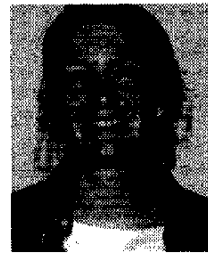
New



Elsa B. Montano-Arroyo
Secondary Rep



Alan Broomhead
Publishers Liaison



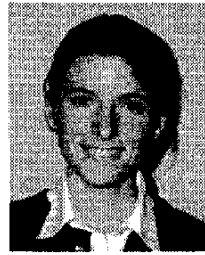
Susan Walsh
Adult Ed Rep



Joanna Pincus
Elementary Rep



Maricel Santos
Sociopolitical Rep



Laura Bozarth
Recording Secretary



Rob Vitello
Workforce Rep

REVIEWS



Consider the Issues: Advanced Listening and Critical Thinking Skills, Second Edition, by Carol Numrich. Addison Wesley, 1995. 163 pages. Tapes. ISBN # 0-201-82529-5.

Reviewed by Pamela Graham

Consider the Issues, for advanced students, is one in a series of three textbook/audiotape sets. The other two are *Face the Issues* for intermediate students, though the listening tapes can be challenging for advanced students too, and *Raise the Issues* for very advanced students, with a greater emphasis on background and supplementary readings in addition to listening skills. All three texts use authentic taped interviews from National Public Radio.

The second edition of *Consider the Issues* is the focus of this review. The scope of the radio tapes has been expanded to include new unedited interviews from "Weekend All Things Considered" and "Living On Earth" in addition to the other programs already used: "All Things Considered" and "Morning Edition." Both have answer keys, but the second edition, unlike the first, also has copies of the tapescripts at the back of the book. Yeah!

By deleting four units, adding five new ones and altering another, Ms. Numrich has kept the topics contemporary. All of the new chapters are welcome updates, relevant and stimulating, and, as always, controversial and ripe for class discussion, debate and problem solving. The new units deal with the subjects of genetically altered foods, creating controversy and publicity as an advertising technique, discrimination against AIDS patients, environmentally sound consumerism, and yes, where to smoke. The unit on the American family has been updated to include a discussion of nontraditional families.

Many of the units that were deleted were dated and rightfully retired. But I am sorry to see the chapter on the genetic engineering of humans, "Playing God," eliminated, as this is a hot topic right now. Perhaps it could have been presented in conjunction with the unit on genetically altered foods. The ever germane topic of vacation time and relaxation, "The Continent That Knows How To Relax," could also have been updated and retained.

Six of the twelve units from the first edition were retained - those on garlic wine, drive-in shopping, gang violence, handguns and gun control, mail-order brides from Asia, and a generation of women as caregivers. Good decisions, generally.

My only complaint is with the unit "Women Caught in the Middle of Two Generations," which addresses the issue

of caring for the elderly, but may be skewing the view of modern American women. None of the women interviewed in this story works, or has ever worked, outside the home; they're not necessarily representative of American women of the 90's. This unit also seems a bit unclear in its focus, as it seems to be discussing two topics - female caregivers and caring for the elderly - doing neither of them justice. On the whole, though, I believe the topics in the second edition are high-interest, high-energy and fertile for related oral and written projects.

As in the first, the second edition uses the same format in every unit: First is "Predicting", followed by "Think Ahead." Next "Vocabulary" presents new words before listening to the tape, either in list form (3 units), in the context of sentences (5 units) or in the context of a short reading passage (4 units). The next section, "Task Listening," is further divided by degree of specificity; there are questions on global comprehension, main ideas and details, and the teacher is advised to play the tape once for each of these listening sub-sections. This book, unlike *Raise the Issues*, does not contain cloze exercises, but the teacher can make them from the tapescripts at the back of the book. The next section is "Looking at Language," which focuses on a particular point from the taped interview, ranging from grammar and topic-specific vocabulary or idiomatic expressions to tone of voice, dialect or rhyme. This section can be very interesting and useful for students. Finally, "Follow-up Activities" integrates a new note-taking element with discussion and oral projects as well as composition topics.

So, what's the verdict on the second edition of *Consider the Issues*? Aside from the few reservations I have expressed, I think the changes are positive and purposeful and that this is a very useful book for high-advanced students. The rate of speaking on the tapes is fast, challenging for even the most advanced students, but with the repetition and language study, the listening exercises are extremely valuable for improving aural skills. If the teacher takes the time to do the exercises beyond listening, the units effectively aid students in vocabulary building and production of the new language in oral and written projects, and in the process, in their critical thinking skills.

What the students gain depends largely on how the teacher uses the text. Some teachers use it primarily for listening comprehension, while others delve into the units in more depth. Regardless of how you choose to use the new edition of *Consider the Issues*, your students will enjoy themselves as they gain a greater mastery of the language.

Pamela Graham is a Senior Lecturer at CELOP, Boston University. pgraham@bu.edu

REVIEWS

Frame by Frame: A Visual Guide to College Success

Sharyn Lowenstein and Peaco Todd. Prentice Hall, 1999.
288 pages. ISBN 0-13-891268-8. Instructor's Manual.

Reviewed by Eileen Feldman

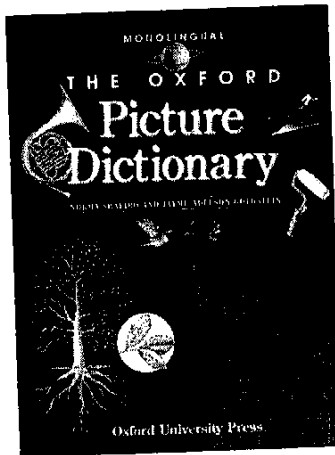
The high school-to-college transition considered in *Frame by Frame* should be more thoroughly integrated to our curricula in this world of education reform. Teachers in high schools and colleges will appreciate this book, in which modern-day, multi-cultural cartoon students entering State University learn to be pro-active by balancing demands of work, family and school, making adjustments to class choices and schedules, holding effective conferences with professors, preventing stress and illness, and finding a mentor, as well as learning to read and write at an advanced level. *Frame by Frame* readers' increased awareness of advocacy for (ESL) students should increase retention and ability at the secondary and post-secondary levels. By using cartoons and humor and by centering essay assignments on the comic characters, instructors can both follow

their syllabi and aid the transition to American higher education.

In the preface the co-authors (both locals: Bunker Hill Community College and Lesley, respectively) describe their goals for students/readers: to develop self-confidence in their academic and survival skills, to practice self-advocacy, to understand and adopt behaviors that best serve them, to look at the college experience with the adventure and humor it deserves. Readers are invited to begin with any chapter most urgent to their needs. Chapters 1-4 deal with the lifestyle transition; Chapters 5-8 suggest effective methods to read, write, handle projects, and take tests; Chapters 9-10 guide communication with professors and peers; Chapters 11-13 confront financial, health, and esteem issues. Appendices include blank daily/weekly schedules and personal budget sheets. Further references and a subject index aid the depth of study and the book's usability, respectively.

Humor is supplied by comic characters, a study muse, and a talking computer. The blending of visual with verbal, image with text, on facing pages has educative value for ESL students learning to navigate "the system." Following each

Oxford University Press



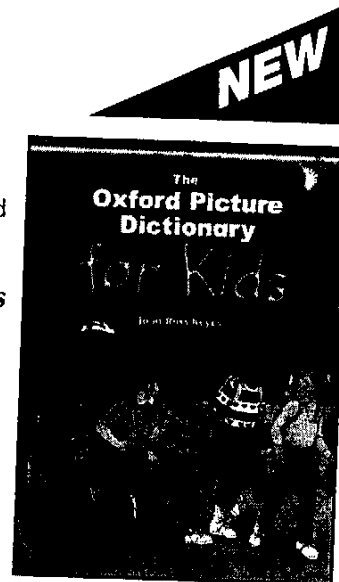
NEW

The Oxford Picture Dictionary

- Illustrates over 3,700 words in full-color, each clearly labeled and defined in context
- Offers 140 key topics targeted to meet the vocabulary needs of adults and young adults
- Teacher's Book, Cassettes, Transparencies and Bilingual Editions available

The Oxford Picture Dictionary for Kids

- Presents over 700 words through colorful pictures that tell stories
- Offers 60 topics on double page illustrations
- Includes verbs and nouns together to encourage the use of language in context
- Can be used alone or with components as the core of the entire curriculum



NEW

For further information, contact:
Robert Scalise
Tel: (800) 678-4399 Fax: (212) 678-2653
Visit us on the World Wide Web at: www.oup-usa.org/esl/

REVIEWS

chapter's message are activities for reflecting and for student cartooning of given situations. Seeing the idea before verbalizing it in a group or on paper is beneficial.

To make this handbook even more comprehensive, samples of student writing, plagiarism, summary, paraphrasing, actual test questions, and methods to increase academic vocabulary would have been useful in the Appendix.

This aspect of transition should not be ignored as we prepare students to notice and cooperatively iron out the wrinkles in their lives. This book makes a real contribution to their success.

Eileen Feldman teaches at Bunker Hill Community College and Suffolk University.

Society and the Language Classroom, edited by Hywel Coleman. Cambridge University Press, 1996. 240 pages. Glossary, author and subject indices. ISBN # 0-521-49949-6.

Reviewed by Brett M. Rhyne

Efforts to place the language classroom and language learning in wider cultural contexts are usually meritorious, and this anthology doesn't disappoint. Editor Hywel Coleman judiciously favors approaches that are "ideological" (based in their local cultures and analyzed accordingly) rather than "autonomous" (imposed from outside the local cultures). "The purpose of this book," as he explains, "is to explore the proposition that behavior in the classroom can be explained or interpreted with reference to the society outside the classroom." Indeed, the contributions are extremely successful in looking at language classrooms on their own terms; so successful, in fact, that many of them fail to pay adequate attention to all-important structural, i.e. economic, factors.

Most of the essayists are ESL teacher-researchers from a wide variety of disciplines—including applied linguistics, ethnography and sociology—writing about their particular classroom situations. Those of us who work with the specific cultural and educational groups considered will find the included case studies especially insightful. J. Keith Chick (South Africa) and Virginia LoCastro (Japan) examine primary and secondary school classrooms; editor Coleman (Indonesia), Adrian Holliday (Egypt), Fauzia Shamim (Pakistan) and Mary Muchiri (Kenya) consider ESL classrooms at the university level. Some contributors, most notably Chick and LoCastro, succeed in placing ESL classrooms in their wider societal contexts, while others, like Coleman and Shamim, are content to focus mainly on classroom activity. Holliday and Muchiri most successfully address the primacy of economic conditions on classroom activity; consequently, they also deal most directly with issues of students' (and instructors') class.

In its latter chapters, the book's emphasis shifts to issues of individuals becoming (or failing to become) socialized into foreign cultures. Brigid Ballard looks at Australian efforts to prepare Asian students for study in English language universities; and Martin Cortazzi and Lixian Jin look at Western

instructors teaching English on the university level in China. The collection takes yet another turn with the final contribution, Dick Allwright's proposal of a method for analyzing classroom discourse that incorporates the socialization of students (and, of course, instructors). Teacher-researchers struggling with methodology might find this work helpful as well.

Let's return for a moment to the book's primary distinction, between autonomous and ideological approaches. Coleman's critique of the former is that it assumes the English language classroom "has an identical function in every society." Much preferred is the ideological alternative, which "does not permit evaluative judgements to be made about the role of [the English language classroom] in any particular society," and learning English as a second language "is allowed to mean whatever the culture in which it is found wants it to mean." When put this way, teacher-researchers seem to be given an unappealing choice between cultural imperialism and cultural relativism.

Allow me to propose an alternative. It is entirely reasonable (and, I think, correct) to argue that research of influences of the larger society on the English language classroom must be conducted ideologically, not autonomously. But cultural factors should not be considered to the neglect of economic factors. Economic structures are socially constructed, yes, but they are not relative. The material conditions of teaching and learning are a large—if not the defining—part of ESL practices everywhere. They are not universal, but they share features that can be compared.

Furthermore, the globalization of the world economy (particularly the ESL industry) makes structural analysis even more relevant. I maintain that since studying English in a classroom setting (whether in one's native country or abroad) is an extremely expensive proposition, it is available only to members of the upper classes. Classroom ESL teacher-researchers, therefore, are observing the creation of a global elite class of English-learners. Furthermore, elite ESL students share a primary motivation: to participate in the global economy. These are all structural elements, shared by many societies, that contribute to activity in the ESL classroom. Coleman's notion of setting the ESL classroom in a wider social context is a good one, it just isn't wide enough.

The essays in *Society and the Language Classroom* don't

Continued on page 26



Send for your

free

copy of

Easy English NEWS

Find out why thousands of ESL classes across the country are raving about this monthly newspaper published by Elizabeth Claire.

Easy English NEWS welcomes *adult and high school* immigrants to life in the U.S.A. with practical information they need written on a level they can understand.

Features: U.S. customs, culture, holidays, history, geography; citizenship preparation, current news, survival tips, science, health, safety, readers' stories, sports, humor, advice, vocabulary builders, idioms, quizzes, crossword puzzle, editorials, and more.

Easy English NEWS

P.O. Box 2596
Fair Lawn, NJ 07410

Name _____

Address _____

City _____

State and Zip _____

Society and the Language Classroom *Continued from page 25*

address these issues directly, but this should not dissuade you from reading the book. The volume offers ideas and experiences of teacher-researchers in myriad cultural contexts that we can compare with our own. It's an important and worthwhile comparison.

Brett M. Rhyne teaches English, citizenship and American acculturation to Bosnian hotel workers in Boston. He can be reached at homework@tufts.edu.

Review A Book for MATSOL Currents

Over the Transom

Currents has recently received the following books:

Greetings! Culture and Speaking Skills for Intermediate Students of English, which helps ESL learners explore cultural traditions and special occasions. *A to Zany: Community Activities for Students of English* puts students in situations that allow them to observe and participate in settings with tasks that help them improve their English skills. *Bookmarks: A Companion Text for Kindred* will facilitate the use of an authentic novel in an ESL setting. And *Pronunciation Matters: Communicative, Story-Based Activities for Mastering the Sounds of North American English* has a novel approach to the organization and presentation of standard pronunciation material (all from Michigan).

Quest: Reading and Writing in the Academic World is a new series from McGraw-Hill consisting of 6 books: Reading/Writing and Listening/Speaking at three levels each, all focused on academic preparation. *Annual Editions: Teaching English as a Second Language 98/99* is a collection of articles and web sites related to the profession, drawn from a rich variety of journals and other media. The articles appeared originally from '92-'97 and cover a wide range of topics, with several different perspectives on each topic. A Topic Guide allows very quick access to any area of knowledge. This book is exceptionally user friendly and would be an efficient resource for program directors wanting to facilitate in-house professional development.

If you are interested in writing a review of one of these texts, contact Sterling Giles at (617) 421-9134, sterig@aol.com. You can earn PDP's for writing published reviews.

MATSOL Executive Board

President
Paula Merchant
merchant@massed.net

Past President
Margo Friedman
617-373-7955
merchant@massed.net

Vice-President
Johan Uvin
uvinj@maldenmills.com

Recording Secretary
Laura Bozarth

Membership Secretary
Lisa Soricone
617- 628-8047
soricoli@gse.harvard.edu

Treasurer
Leona Breslow
lbreslow@igc.apc.org

Job Bank Coordinator
Nancy Herman
W: 373-2455 Fax: 373-8929
nherman@lynx.neu.edu

Currents Editor
Tom Griffith
617-522-0080 x 8004 - w
tgriffith@showaboston.org

Associate Currents Editor
Andrea Tobias
617-522-0080 x 4103 - w
andtobias@aol.com

Publisher's Liaison
Alan Broomhead

Webmaster
Marian Pierre-Louis

REPRESENTATIVES

Elementary Rep
Joanna Pincus

Secondary Rep
Elsa Montano-Arroyo

Workplace Rep
Robert Vitello
617-727-8158 x 1242-w

Adult Ed Rep
Susan Walsh

Higher Ed Rep
Carol Allen
617-353-7918

General Rep
Mercy Cevallos
herzog@gis.net

Sociopolitical Concerns Rep

Maricel Santos
Low-Incidence Rep
Catherine Carney

Western Region Rep
Widi Sumaryono

Answering Service
Betty James
617-576-9865

MATSOL
P. O. Box 391887
Cambridge, MA 02139
576-9865

www.MATSOL.org



MATSOL MEMBERSHIP APPLICATION



| | | |
|------------------------------------|-----------|-----|
| First Name | Last Name | |
| Mailing Address | Street | |
| City | State | ZIP |
| Phone (Home) | (Work) | |
| Affiliation (Employer/Institution) | | |

Dues are for membership through April 1 of the following year (Circle one amount below):

| | |
|---|--|
| Paid in Apr., May or June: \$24 professional / \$16 student | Paid in Oct., Nov. or Dec.: professional \$12 / student \$8 |
| Paid in July, Aug. or Sept.: \$18 professional / \$12 student | Paid in Jan., Feb. or Mar.: professional \$30 / student \$20 |

Special Interest Group (Circle 1 or 2):

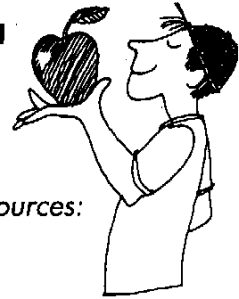
Elementary Secondary Higher Ed Adult Workplace CALL Authors Sociopolitical Concerns

Make check payable to MATSOL. Your canceled check is your receipt. Send this form and your check to:

Joan Frutkoff, 74 Pleasant Street, Cambridge, MA 02139

LOOK AGAIN
PICTURES

ALTA'S "PICK OF THE ESL CROP" Just Got Better!



BACK & FORTH

Pair Activities for
Language Development



All Sides
of the
Issue



We Are Now Harvesting These Classic ELT Resources:

Action English Pictures

by Maxine Frauman-Prickel and Noriko Takahashi

All Sides of the Issue: Activities for Cooperative Jigsaw Groups

by Elizabeth Coelho, Lise Winer, and Judy Winn-Bell Olsen

Back & Forth: Pair Activities for Language Development

by Adrian S. Palmer, Theodore S. Rodgers, and Judy Winn-Bell Olsen

Look Again Pictures: For Language Development and Life Skills

by Judy Winn-Bell Olsen

Writing Warm Ups: 70 Activities for Prewriting

by Abigail Tom and Heather McKay



CONTACT US FOR YOUR FREE 1999 ESL RESOURCE CATALOG!

ALTA BOOK CENTER PUBLISHERS 14 Adrian Court, Burlingame, California 94010 USA

Phone: 800 ALTA/ESL or 650.692.1285 • Fax: 800.ALTA/FAX or 650.692.4654

Email: ALTAESL@AOL.COM Website: WWW.ALTAESL.COM

Massachusetts Association of Teachers of English to Speakers of Other Languages

P. O. Box 391887
Cambridge, MA 02139

NON-PROFIT ORG.
U.S. POSTAGE
PAID
BOSTON, MA
PERMIT NO. 57641

