



NEWSLETTER

Vol. 6, No. 3

Spring, 1978

Massachusetts Association for Teachers of Speakers of Other Languages

Sixth Annual Spring Conference "Sharing Many Ways"

Keynote Speakers: Don Knapp and Maria Medina Swanson

The 1978 MABE/MATSOL Conference will be held March 17-18 at Boston University's George Sherman Union at 775 Commonwealth Avenue. The theme for this year's conference, "Sharing Many Ways," again reflects cooperative efforts by both professional organizations to address not only the expanding needs of each of their constituencies but also the mutual concerns that each has in the research and training of teachers in the fields of English as a Second Language and Bilingual Education. This year's conference will be a prelude to next year's TESOL conference, which will be held at the Sheraton Boston next March.

We are fortunate this year to have the presidents of both national organizations as our keynote speakers. The conference will open on Friday morning with a talk by Maria Medina Swanson, President of NABE. Donald Knapp, President of TESOL, will speak on Saturday morning. Following each plenary session, there will be four sessions lasting one or one and one-half hours. Conference goers will have the difficult task of selecting among six panels or

presentations at each session.

The MATSOL business meeting has been scheduled for Friday at 3:30 following which there will be meetings of the standing committees and those interested in working on the MATSOL Newsletter.

The College Roundtable, El-Sect, and the Language Acquisition and Research committees need your help in planning activities for '78-79. Membership on each committee and on the Newsletter is open to all MATSOL members. Please try to attend even if only for a few minutes so that you may participate in the planning for next year. Your help is crucial to the success of next year's conference.

There will be a Social Hour in the Terrace Lounge of the Union on Friday at 5:00. The B.U. Pub will be open for lunch. Parking may be a problem particularly on Friday, so try to arrive early.

Space limitations preclude the printing of the Conference Program this year, but there is every indication that this will be our most exciting conference yet. And, if this is MATSOL, can TESOL be far behind?

Lau v. Nichols: A Mandate For E.S.L.

by Raffael DeGruttola

The 1974 Lau v. Nichols decision of the Supreme Court upheld the right of non-English-speaking students to educational programs designed to meet their linguistic needs. Following the court ruling, the Department of Health, Education and Welfare promulgated a set of regulations outlining steps by which school districts can achieve compliance with the court's decision.

The case in question had to do with 1,800 Chinese students of limited English-speaking ability who were not receiving equal educational opportunities in the San Francisco Public Schools.

Recognizing the exclusion of non-English-

speaking students from "English only" school curriculum, the Supreme Court in Lau vs. Nichols stated:

"Basic English skills are at the very core of what these public schools teach. Imposition of a *requirement* that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

In the Lau decision, the Court charged that the failure of the San Francisco School

District to provide English language instruction to approximately 1800 Chinese students denies them a meaningful opportunity to participate in the public educational program and thus violates Section 601 of the Civil Rights Act of 1964 which bans discrimination based "on the ground of race, color, or national origin" in "any program or activity receiving federal financial assistance."

A compliance plan essentially addresses the areas of: identification of the students' primary language, determination of the language dominance of the students, assessment of the language proficiency, and the eventual placement of the students. Implementation of the plan is a gradual process that takes several years.

A student is placed into an educational program, defined as a *Lau Category*, after language assessment is determined. There are five *Lau Categories*. (A) Monolingual speaker of the language other than English (speaks the language other than English exclusively); (B) predominantly speaks the language other than English (speaks mostly the language other than English, but speaks some English); (C) bilingual (speaks both the language other than English and English with equal ease); (D) predominantly speaks English (speaks mostly English, but some of the language other than English); (E) monolingual speaker of English (speaks English exclusively).

The *Lau Categories* are the educational programs which determine how students are grouped or leveled. The transfer of a student from one *Lau Category* to the next is based on achievement in English. Throughout the movement of the student within the *Lau Categories*, native language skills are maintained and reinforced so that school systems cannot provide E.S.L. programs exclusively. For bilingual speakers who are achieving at grade level, school districts are not required to provide an educational program.

The crucial points for *Lau Compliance* are the proper identification and placement of students of limited or non-English-speaking ability and the development of a monitoring system for achievement so that students can progress based on their academic success.

Second language acquisition is the essential criteria for movement within the *Lau Categories*. A student who moves from *Lau Category A* to *Lau Category C* is tested continually in English language proficiency, and after achieving at grade level that student can transfer into the regular school program. A student who is classified as in need of a *Lau Category E* (monolingual speaker of English) is, therefore, deficient in reading and writing skills in English and receives an individualized program to address those needs.

The *Lau vs. Nichols* decision has given the proponents of bilingual-bicultural education its strongest ally. It has also placed the burden on the Bilingual/E.S.L. teacher to

develop the strategies for multi-lingual multi-cultural education because both textbooks and curricula have yet to be developed to meet the needs for this awareness.

E.S.E.A.

The various sub-committees in Congress which are important to educational legislation are preparing documents as evidence for the reauthorization of the Elementary and Secondary Education Act. Senator Kennedy's assistance was solicited by MATSOL in order to express our interests in the scope of E.S.E.A., which includes Title I and Title VII funds. The following letter was sent to Raffael DeGruttola on January 4.

Dear Mr. DeGruttola:

Thank you very much for your correspondence regarding the Elementary and Secondary Education Act. I appreciate your taking the time to share your particular concerns with me.

As you know, both the House Education Committee and the Senate Education Subcommittee have been holding extensive hearings on all expiring elementary and secondary education programs, including Title I and bilingual education, in preparation for a major extension of the ESEA this year.

I am particularly concerned with strengthening the parent involvement provisions in the previously mentioned pieces of legislation. Substantial evidence has been presented that validates a need for special programs under Title I to enable disadvantaged students to continue the level of academic growth realized during the regular school year. I am further concerned by the proposal before the Congress that would shift the criteria for allocation of Title I funds to other than the economically deprived student.

These are all issues which will be fully aired, studied and discussed as we actively work on omnibus legislation to reauthorize the ESEA. During our deliberations, please be assured of my concern for the immense needs of our nation's schools and the goal of providing every individual in our country a genuine opportunity for quality education. And as a member of the Senate Education Subcommittee, your particular concerns will continue to have my close attention.

Again, I want to thank you for giving me the benefit of your views and comments which will be of great help to me as we consider this most important legislation.

Sincerely,
Edward M. Kennedy

Guess What's Coming to Boston?
TESOL '79.

**Guess What's Coming to Boston?
TESOL '79.**

Conferences and Meetings

March 15-18. Georgetown University Round Table on Languages and Linguistics, Washington, D.C. For further information, write to Dean James E. Alatis, Georgetown University, Washington, D.C. 20057

March 30-April 1. Conference on College Composition and Communication, Denver. For information, write to William F. Irmscher, Dept. of English, GN-30, Univ. of Washington, Seattle, WA 98195

April 2-8. Society for Applied Anthropology, Merida, Mexico. For information, write to SAS, 1703 New Hampshire Ave., N.W., Washington, DC 20009

April 4-8. Teachers of English to Speakers of Other Languages, Mexico City. For further information, write to TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057

April 13-16. Northeast Conference on the Teaching of Foreign Languages, New York City. For registration forms, contact James W. Dodge, Box 623, Middlebury, VT 05753

April 24-28. National Association for Bilingual Education, San Juan. For further information, write Maria M. Swanson, NABE, 500 S. Dwyer Ave., Arlington Heights, IL 60005

May 2-5. International Reading Association, Houston. For information, write to Ronald Miller, IRA, 800 Barksdale Rd., Newark, DE 19711.

**ESL Certification
Considered by Mass.**

Massachusetts is moving closer to the certification of teachers of English as a second language, based on criteria similar to those used in granting certification to teachers of modern foreign languages.

Among the proposed requirements for certification are a Bachelor's Degree in Elementary or Secondary Education, English, ESL; or Bachelor's Degree in any field plus a Master's in ESL. Included in the course work will be 9 hours in linguistics and 9 in American culture; 12 hours in education including one course in methods of teaching ESL; and a practicum of one semester of full-time supervised activities in an appropriate ESL program. Further information is available from Richard Newman, Boston State College.

**"Here We Call It
Soccer"**

by James M. Freedman,
Director of Student Activities,
American Language Academy
How do we get ESL students involved with their American counterparts and bring about the intercultural exchange that everyone talks about? This has been a perennial problem at the American Language Academy at Babson College. After much



brainstorming, we hit upon the idea that athletic ability speaks across cultural and linguistic barriers. What sport could our students play that would gain them status within the student community? The answer was simple—soccer.

Most of our students have been brought up on soccer the way that Americans are brought up on baseball and thus would seem to have a lot to offer in terms of educating their American counterparts in the subtleties of the game. Fortunately, our campus is blessed with an intramural soccer league. We formed a soccer club and with a little internal politicking, were accepted into the league as an official team. The league supervisor, a man experienced in soccer, was at first hesitant to allow our students to play since he feared we would run away with the championship. Secretly, that is exactly what we hoped for. "Oh, the best laid plans . . ."

Little did we suspect that the intercultural problems that we would encounter would not be primarily of a foreign student-American student nature. Our students did learn a lot about the competitiveness and aggressiveness of the American students. However, the biggest source of difficulty was our own internal relations. Why won't the Mexican pass the ball to the Swiss? Why isn't it a good idea to have the Peruvian and the Ecuadorian compete for the same starting position. And so it went. We worked on a new international mediation system known as "Pass Diplomacy".

We started the season with a tie, a win, and a loss against teams that technically shouldn't have been on the same field as ours. Our "group of players" lost to their "teams". After our initial loss, it became abundantly clear to our players that if they were to win, they must play together. And if that isn't intercultural exchange, I don't know what is.

Spotlight

Bilingual/Multicultural Studies at B.C.

by Richard W. Newman

The Bilingual/Multicultural Studies Program at Boston State College offers opportunities to earn a Master of Education degree either in Bilingual Education or English as a Second Language Methodology. Non-degree candidates may be interested in taking individual courses for informational or enrichment purposes. It is a part-time program with no federal or state subsidization and courses are offered late afternoons and evenings during the school year and during the day in the summer.

Guess What's Coming to Boston?
TESOL '79.

For all degree candidates a common core of courses is required: Foundations of Bilingual/Multicultural Education, Psychological and Sociological Factors in Second-Language Learning, Contrastive and Error Analysis, and Living in a Culturally Pluralistic Society. This core is designed to provide a teacher working with non-English speaking students the basics of linguistics and the acculturation process and a general overview of the area.

Two specialization of at least five courses are offered in Bilingual Education and English as a Second Language. In each area there are required courses and a series of electives which are offered on a recurring basis.

The program is completed with a maximum of two courses in an area related to the student's career plan, educational administration, reading, psychology, sociology, etc.

A competency examination in the bilingual candidate's target language must be passed prior to the student's graduation and a comprehensive examination is required of all candidates. Those without student teaching or actual experience must enroll in the Elementary of Secondary Education Departments and these courses required for certification are in addition to the others of the program.

Students in the final semester of study are encouraged to work on special projects in a community or school system.

For further information, contact
Richard W. Newman,
Program of Bilingual/Multicultural Studies
Boston State College
Boston, MA 02215.
731-3300 Ext. 281/285

Guess What's Coming to Boston?
TESOL '79.

Massachusetts Association for Teachers
of Speakers of Other Languages
Box 291, B.U. Station
Boston, Mass. 02215
Officers 1977-78

Rafael DeGruttola, President
Boston Public Schools
Amy Lezberg, Vice-President
Mass. College of Pharmacy
Ed Korza, Secretary/Treasurer
Cambridge Public Schools
Francine Stieglitz, Editor: Newsletter
Boston University
Susan Herrera, Outgoing President
Paris, France

Members-at-Large

Caroline Banks George Draper
Glynda Bell Marcia Fleites
George de George Edgar Sather

MATSOL NEWSLETTER costs are
included in the annual membership dues.