



NEWSLETTER

Vol. 6, No. 4

Massachusetts Association for Teachers of Speakers of Other Languages

SUMMER, 1978

TESOL President Gives Keynote Address

by Laura D. Soff

To begin the second day of the annual MABE-MATSOL Conference, which was held at Boston University on March 17 and 18, Donald Knapp, TESOL President, delivered the keynote address. He opened his speech by expressing his pleasure at seeing Bi-lingual and ESL professionals working cooperatively not only to produce a successful conference but also to provide students with the best instruction possible. After finishing his opening statement, our speaker turned to the main concern of his speech which was entitled "Oral Reading: Should We Use It to Teach Reading in ESL?" According to Dr. Knapp, there is a division of opinion on this issue. The use of oral reading in the ESL classroom is widespread and both student and teacher view it as advantageous. However, the methodologists and theoreticians such as Edward Thorndike, Kenneth Goodman, Frank Smith and Virginia French Allen are unanimously opposed to this particular activity.

Teachers justify the use of oral reading, Knapp reported, by stating that it provides immediate feedback for all students and a good feeling of achievement for those in the early stages of language learning. It is an activity in which a shy or uncertain student can participate and thus gain a sense of belonging. Often a teacher is unsure of his or her own role, but with oral reading the role of helper is uncertain. This method can provide discipline in an unruly classroom and can also be done at home easily; adults find it an exciting experience when they can go home and read to their children. Lastly, teachers, with the support of theoreticians, believe that oral reading is a useful diagnostic tool which allows a glimpse into the mind. Silent reading with comprehension questions does not permit such insight.

Dr. Knapp gave an impressive list of arguments against oral reading. He sees oral reading as "word-calling" which has several negative results. Presumably the purpose of reading is to gain understanding. Word-calling, however, interferes with understanding because it is slow and forces a reader to concentrate on sound production not meaning. Also, word-calling necessitates the reading of every word although

some are superfluous. Lastly, when we read silently, we decode graphic symbols directly into meaning. Word-calling lengthens and slows down this process by interposing an extra step, i.e., phonic production.

The practice of oral reading warps students' concept of what reading is, Knapp said. According to a study he quoted, only 28% of the elementary school students involved related reading to meaning, whereas 72% thought reading was the act of pronouncing words. In another study done at an elementary school, 70% of the students asked said one should look at every word when reading. Fifty-four per cent thought that every letter should be looked at.

Oral reading is a more demanding task than silent reading is, our speaker continued. Every word must be read with perfect pronunciation, and sentences must be phrased correctly. Regression, the act of re-reading small units in order to confirm or clarify understanding, is discouraged. Once thought to be bad, regression is now considered an intricate part of the reading process. However, with oral reading one must keep moving ahead for fear of embarrassment even if the need to regress arises.

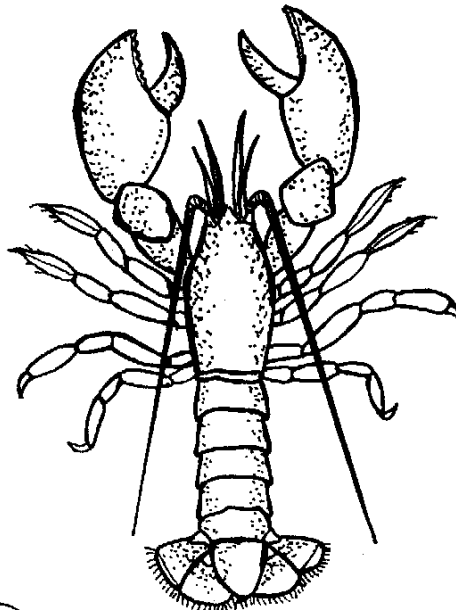
Finally, we read at different paces depending on our purpose, i.e., reading for details or for the main idea only. Oral reading makes it difficult to read at varied speeds.

Dr. Knapp mildly informed his audience that he is against oral reading but did nothing to persuade. He gave some of the facts, pro and con, and said his goal was to leave the audience with a question about the usefulness of oral reading and the question of whether the favorable goals achieved by this activity could be reached through other less deleterious methods.



Amy Lezberg, Rafael De Gruttola

TESOL '78 - BOSTON



A Letter from the President

I would like to take this opportunity to express to you my sincere gratitude and appreciation for allowing me to serve you this past year. With your cooperation and efforts, MATSOL has maintained its high professional standing and also has been able to share its commitment for the growth and development of research and studies in the areas of TESOL and bilingual-bicultural education. We have just completed our sixth year since our inception in 1972 and we are looking forward to 1979 when the national TESOL conference will be held in Boston for the first time.

Some of the highlights of this past year have been the involvement of our members in workshop presentations with MFLA, TESOL, and our own annual conference. Once again, this year's conference was shared with our sister organization, MABE. For the interests of the members, MABE

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A Letter from the President
(continued from page 1)

has requested to join with us so that both organizations can work together for the betterment of professional education in the respected areas. A precedent has been set in New York, New Jersey and many other states. The last two joint conferences have demonstrated the success of the endeavor. Preliminary discussions are underway and our in-coming President, Amy Lezberg, will have more to report in subsequent issues. Our fall social featured John Fanselow as a guest speaker; TESOL's President Donald Knapp and NABE's President Maria Medina Swanson were the keynote speakers at our annual conference. The winter social was cancelled this year due to the heavy snow storm that paralyzed the area during January and February. We again made a contribution to the Albert H. Marckwardt Memorial Fund, which is used to help defray expenses of graduate students in ESOL to attend TESOL conventions.

Our membership has increased, and presently over 350 teachers make up our roster. This is about a 12 per cent increase from last year. The special interest groups (SIG's) in MATSOL, the College Roundtable, El-Sect, the Committee on Teaching and Research and the Job Bank have met periodically throughout the year and their concerns were addressed in the annual conference.

On the national level Francine Stieglitz was nominated by the Advisory Council of TESOL as a nominee for the executive board for 1979. Francine also served on the Nominating Committee for TESOL—77/78. Amy Lezberg was the chairperson of the SIG, E.F.L. in English Speaking Countries, and as of the TESOL convention, Edgar Sather has become the representative of the special interest group to the Advisory Council and our new newsletter editor, Cathie Tansey, is the associate chairperson of the SIG. Amy Lezberg and I were nominated as Local Arrangements Co-chairpersons for TESOL—79 in Boston.

Presentors from MATSOL at the TESOL Conference in Mexico City were George Draper, Edgar Sather, Amy Lezberg and Ann Hilferty. The MATSOL College Roundtable also presented a workshop entitled "Applied Imagination in Language Learning."

MATSOL has continued to maintain a position of leadership both locally and nationally. I think that we are fortunate in the coming year that, as a group, we can now communicate this role as host for TESOL-79. Your continued support and co-operation is needed and I look forward to working with you and our new president, Amy Lezberg, to insure the success of such an enterprise.

Cordially,
Rafael De Gruttola
President, MATSOL—77/78

Elections — '78

As a result of the elections which were held at the annual conference, the members of the MATSOL executive board are:

Vice-President	Caroline Banks
Secretary-Treasurer	Alice Fastov
Members-at-Large	Steve Molinsky
	Ed Korza
	Bambi Zimmerman

Special Interest Groups College Roundtable

After presenting a workshop on teaching techniques at the Massachusetts Foreign Language Association meeting last October, the College Roundtable held a three-hour workshop on the same topic at the TESOL convention in Mexico City in April. The presentations of the various members of the Roundtable were warmly received by the participants, who were English teachers in Mexico.

The Roundtable is making plans for a fall workshop which will explore some teaching methods and ideas. Those persons who are interested in learning more about the College Roundtable should contact Steve Molinsky, Penny Shaw, Vivian Zamel, Bill Annand or Amy Sonka.

What's Happening

October 20-22, 1978 — New York State English to Speakers of Other Languages and Bilingual Educators Association Conference will be held at the Lake Placid Club, Lake Placid, N.Y. For information, contact Jeanine A. Madden, Nyack J.H.S., Nyack, N.Y. 10960.

Save the Date

Friday, October 20, will be SPECIAL INTEREST GROUP DAY with a MATSOL social following. Details in the September newsletter.

If you are interested in participating in a fall workshop in one of the special interest groups, please contact:

COLLEGE ROUNDTABLE — Steve
Molinsky, 353-3233

ADULT EDUCATION — Jeannie
Perrin, ESL Program, 86 Irving St.,
Framingham, Ma.

EL-SECONDARY — Glynda Bell,
729-6269

MATSOL Newsletter

Contributions to the Matsol Newsletter are welcome and should be sent to:

Cathie Tansey
Box 38
Babson Park, Ma. 02157

Articles should be typed on one side of a

sheet and double-spaced. The deadline for the next issue is

August 15

Focus on Composition by Ann Raimés

reviewed by Anita Reiner

One of the problems faced by teachers of advanced college-level ESL composition is the disparity between the students' knowledge of rhetorical and syntactic structures: some students have sophisticated rhetorical skills, but are deficient in knowledge of grammatical structures to convey them, and vice versa. Ann Raimés' *Focus on Composition* reaches a wide range of ability with an interesting approach to teaching controlled composition. Central to the appeal of this book is its variety of materials to stimulate thought and writing: reproductions of art, literature, popular culture, journalism, and science. In these readings Raimés has wisely avoided a cross-cultural emphasis, for which advanced ESL students tend to have jaded appetites.

Raimés apparently wanted to write a teacher-proof book. Not only does she present a variety of carefully planned materials, but she also tells the teacher step-by-step how to use them. The title page of each of the fourteen chapters lists the grammatical and rhetorical focus of that chapter. The introduction briefly explains the type of writing to be done in that chapter. That writing, the Core Composition, is stimulated by a photo in some chapters, by a model paragraph or essay in others. Related to the Core Composition are pre-writing discussion questions and questions to help the student evaluate his own and other students' writing. Raimés emphasizes the value of peer interaction in pre-writing, editing, and revising. This kind of interaction is very useful in promoting that difficult task—revision.

In correcting the Core Composition, the teacher, Raimés says, should emphasize only those errors which are related to the focus of that chapter. The Syntactic Structure section which follows each Core Composition enables the teacher to individualize each student's grammar assignments. These assignments are short and can be written and corrected in class. Some tasks are for the group; others are for the individual. The tasks include controlled composition (rewriting a passage by making changes in tense and number); guided composition, using suggested tenses and vocabulary; cloze composition; exercises with sentence completion, production, and combining; and writing yes/no questions as a test for sentence division—a useful technique.

A second look at the rhetorical structure is presented at the end of each chapter to encourage students to continue with the technique introduced in the Core Composition. Students with few syntactic errors can work on additional compositions, focusing on ideas and organization. Those who had

difficulty with the rhetorical form can have a second try at it.

Five of the fourteen chapters focus on some kind of description; the others include making and supporting a point, dividing, comparison and contrast, explaining a process, defining, reporting, speculating, and arguing and persuading. As students often have great difficulty with analysis and argument in writing, the emphasis on description and chronological organization seems heavy. However, Raimes may assume that mastery of descriptive techniques is basic to using other rhetorical forms well.

The presentation of syntactic structures is related to composition topics, not to linguistic sequence. This approach is useful in enabling students to work on grammatical form in context. However, in an intensive program especially, students might also need a grammar handbook and drill text.

As with any text, its value finally comes from the teacher's liking for and involvement in the material and her ability to convey this to the class. As each class has its own particular personality, the interaction of students, teacher, and text changes with each semester. Raimes' text seems varied and substantial enough to stimulate interest and to be adapted to class personality in advanced ESL composition.

Teacher Training Program Spotlight

MAT Program— School for International Training

The Master of Arts in Teaching Program at the School for International Training offers four concentrations: ESOL, French, Spanish and Bilingual-Bicultural Education. There is considerable overlap in course work and basic requirements, making it possible for a student to have two concentrations in a year. The program is one calendar year, divided into four terms:

Fall	On-Campus	September- December
Winter	Off-Campus	January-March
Spring	On-Campus	April-June
Summer	On/Off Campus	July-August

The program is structured around five competency areas, broadly defined below. The various courses and activities of the program are designed to help the student achieve competency in each of the areas. The students must all take at least one course in each area.

Linguistic—the nature and structure of language.

Cultural—cross-cultural communication and the cultural aspect of language teaching.

Interpersonal—human relations in the classroom.

Pedagogical—methods and materials and learning.

Professional—professional and community responsibilities.

The student concentrating in ESOL takes coursework during the fall term. The emphasis is on the linguistic and pedagogical areas and the student is also preparing for a teaching assignment in Mexico. In January, ESOL students travel to Mexico where they live with a Mexican family and teach in a variety of schools for 10 weeks. Staff members accompany the group and periodically visit the student on-site.

The first week of the spring term is set aside for final evaluation of the teaching experience. Reflection on the successes and failures continues throughout the spring as the students take additional coursework. Finally, the summer term is set aside as a period in which the student is expected to demonstrate independence through a "professional project."

Job Bank

This is the last public listing of the job bank. As of July 1, those persons who wish to enroll in the job bank will be charged a \$2.00 fee yearly.

Please contact Alice Fastov for more information about the jobs or job openings.

MATSOL JOB BANK
515 V.F.W. Parkway
Chestnut Hill, Ma. 02167
Tel. 327-3231 between 9-11 PM

IMMEDIATE OPENINGS

1. Stonehill College, Contact Timothy Sullivan, 238-1081, ext. 298, 258 — Pt. Time ESL Teachers.
2. Lowell Public Schools, Ann O'Donnell, 458-7131, 32 — Rem. Reading Teacher — Sp. Bil.
3. ELS, Marnie Reed, 262-5950 — ESL Instructor
4. English Language Center (N.U.), Ann Hilferty, Northeastern U. Info — ESL Int. Teacher
5. Holy Trinity Church, Holly Lockwood, c/o Abraham Lincoln School, Boston, ESL and Reading Teacher
6. University of Mass. (Harbor Campus), Penny Shaw, ESL Instructor for Summer and Fall

SEPTEMBER OPENINGS

1. Lowell Public Schools, Ann O'Donnell
2. Chelsea Public Schools, Jill Izett, 884-5544
3. Randolph Public Schools, Paul Connors, 963-7800
4. Haverhill Public Schools, Paul White, 372-7747

NAFSA Conference

Continuity and Change in International Education

The National Association for Foreign

Student Affairs held its annual conference at Iowa State University, June 7-9. Olin C. Robison, the President of Middlebury College and the Chairman of the U.S. Advisory Commission on International Communication, Cultural and Educational Affairs, gave the inspiring keynote address for the conference. Dr. Robison commented on the fact that there is no national policy to foster international education. As a result, he encouraged teachers, advisors, and administrators to use public diplomacy to make doctors, lawyers, businessmen and the community in general more aware of the needs and problems of international education. He stressed the need to promote this theme not only on campus, but also within the public sector. "Anyone," Dr. Robison stated, "who is not aware of other cultures is not prepared for citizenship in a complex society." These words set the tone for the workshops, lectures, demonstrations and informal get-togethers which followed.

NAFSA is composed of six special interest groups, one of which is ATESL, the Association of Teachers of English as a Second Language. It is important for us as ESL teachers to belong to this organization because NAFSA brings us in contact with the international student advisors, admissions officers, and university administrators who deal with our students after they receive their language training. For more information about NAFSA contact:

National Association for Foreign
Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009

Massachusetts Association for Teachers of
Speakers of Other Languages
Box 38
Babson Park, Ma. 02157

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MATSOL NEWSLETTER costs are included in the annual membership dues.

MASSACHUSETTS ASSOCIATION FOR TEACHERS OF
SPEAKERS OF OTHER LANGUAGES (MATSOL)
FINANCIAL REPORT
for May 1, 1977 — April 30, 1978

Previous Balance	\$ 794.78
Income	
Membership Dues	1,800.00
77 MATSOL-MABE Conference Profit	436.90
78 MATSOL-MABE Conference Profit	428.52
Publishers Newsletter Advertising	250.00
TOTAL	\$2,915.42 (income)
Disbursements	
Newsletter (3 issues)	\$ 607.25
Postage	616.00
Refreshments	256.05
Secretarial	115.75
TESOL Dues	25.00
AHM Fund	50.00
MATSOL Job Bank Expenses	87.70
Social Expenses (Fall 1977)	179.90
Travel	22.00
Copying	93.19
Printing and Supplies	301.31
Telephone	23.10
TOTAL	\$2,377.25 (outgo)
Cash on Hand	\$1,332.95

Respectfully Submitted,
Edward P. Korza, Jr.
Secretary-Treasurer

TESOL — Mexico City



Ernie Frechette, Francine Stieglitz,
Gabriel Racle, Bob Saitz



John Dreyer, Jeanne Perrin, Richard Escobar

MEMBERSHIP APPLICATION FOR MATSOL

Name (Print) _____ Job Title _____
Home Address _____ Business Address _____
Telephone _____ Telephone _____

Make out check for \$6.00 to MATSOL and send to: Alice Fastov, Secretary-Treasurer
MATSOL
515 V.F.W. Parkway
Chestnut Hill, MA 02167