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 reading a 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 certain. 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., phonetic 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 innate 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.

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 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

Continued on page 2
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 is-
issues. Our fall social featured John Fann-
slow 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.
Markwardt Memorial Fund, which is used to
help defray expenses of graduate stu-
dents in ESOL to attend TESOL conven-
tions.

Our membership has increased, and pres-
ently over 350 teachers make up our roster.
This is about a 12 percent increase from
last year. The special interest groups
(SIG’s) in MATSOL, the College Round-
table, 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 con-
ference.

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 Coun-
tries, and as of the TESOL convention,
Edgar Sather has become the representa-
tive 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
omnominated as Local Arrangements Co-chairper-
sons for TESOL—79 in Boston.

Presenters at 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 en-
titled “Applied Imagination in Language
Learning.”

MATSOL has continued to maintain a
position of leadership both locally and na-
tionally. 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 Fastow
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 Octo-
ber, the College Roundtable held a three-
hour workshop on the same topic at the
TESOL conference 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
full 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 Con-
ference will be held at the Lake Placid
Club, Lake Placid, N.Y. For information,
contact Jeannine A. Madden, NHA, N.Y.
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
full workshop in one of the special interest
groups, please contact:

COLLEGE ROUNDTABLE — Steve
Molinsky, 353-1335
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 Raimes

reviewed by Anita Reiner

One of the problems faced by teachers of
advanced college-level ESL composition is
the disparity between the students’ knowl-
edge 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 Raimes’ Focus on
Composition teaches a wide range of ability
with an interesting approach to teaching
controlled composition. Central to the ap-
peal of this book is its variety of materials to
stimulate thought and writing: reproduc-
tions of art, literature, popular culture,
journalism, and science. In these readings
Raimes has wisely avoided a cross-cultural
emphasis, for which advanced ESL stu-
dents tend to have jaded appetites.

Raimes apparently wanted to write a
teacher-proof book. Not only does she pre-
sent a variety of carefully planned mate-
rials, but she also tells the teacher step-by-
step how to use them. The title page of each
of the fourteen chapters lists the grammatici-
al 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 stimulat-
ed by a photo in some chapters, by a model
paragraph or essay in others. Related to the
Core Composition are pre-writing discus-
sion questions and questions to help the
student evaluate his own and other stu-
dents’ writing. Raimes emphasizes the
value of peer interaction in pre-writing,
editing, and revising. This kind of interac-
tion is very useful in promoting that diffi-
cult task—revision.

In correcting the Core Composition, the
teacher, Raimes says, should emphasize
only those errors which are related to the
focus of that chapter. The Syntactic Struc-
ture section which follows each Core Com-
position 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
(re-writing a passage by making changes in
tense and number); guided composition,
using suggested tenses and vocabulary;
close 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. She
courage students to continue with the
technique introduced in the Core Composi-
tion. 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

Chesnut Hill, Ma. 02167

Tel. 327-521 between 9-11 PM

**IMMEDIATE OPENINGS**

3. ELS, Marnie Reed, 262-5950 — ESL Instructor
4. English Language Center (N.U.), Ann Hilfer, 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 Izzett, 884-5544
3. Randolph Public Schools, Paul Conners, 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

- **Caroline Banki, Vice-President**
  Arlington Public Schools

- **Alice Fastov, Secretary-Treasurer**
  Brookline Public Schools

- **Francine Stieglitz, Newsletter Editor**
  Boston University

- **Rafael De Gruttola, Outgoing President**
  Boston Public Schools

**Members-at-Large**

- George de George
- Edward Korza
- Steven Molinsky
- Edgar Sander
- Bambi Zimmerman

**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

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

TESOL — Mexico City

Ernie Frechette, Francine Stieglitz,
Gabriel Racle, Bob Saitz

John Dreyer, Jeanne Perrin, Richard Escobar