



## Teachers of English to Speakers of Other Languages

The TextESOL-V Winter 2010 Newsletter, page 1

Website <http://www.textesolv.org>

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## TextESOLV Fall Conference

October 2, 2010



Mansfield Timberview High School

## A High School ESL Teacher's Reflection

By Margie L. Wilson, TextESOL V Secondary Education Representative

*Margie Wilson teaches at the International Newcomer Academy, Fort Worth ISD  
March 23, 2010*

Adolescents struggle with defining their identities in order to answer the question, "Who am I?" The healthy identity formation of each of my high school ELLs is crucial to their maturation process, according to many researchers (Branch, et al., as cited in Trumbull & Pacheco, 2005, p. 51). So, as I reflect upon this stage of their lives, I'm reminded of my own driving question as I began a Texas Woman's University graduate course, **Teaching in Culturally and Linguistically Diverse Environments** in January. I wanted to know, "Who are they?" I needed to know who these high school students staring back at me were. "What are the names of all these young people?" (How would I ever remember how pronounce all of them?) "What countries and situations did they leave behind to come to the United States?" (Did I really *want* to know all the sad details?)

At this point in the semester, I have learned that time and patience will improve my memory, as I work daily with my students. Many of my "overwhelming questions" have been answered as I have worked for the past six weeks with them. Consequently, I know my students much better now. However, only by actively engaging with my students and their families can I come to understand fully their collective identities. Just as an **individual's identity** provides the sense of "self," **collective identities** explain the interrelatedness of the family, cultural groups, and ethnic communities to which the people belong. "[C]ollective-identities extend to countries and ethnic communities, so that people feel injured when other persons sharing their identity are injured or killed" (Kriesberg, 2003).

Awareness of the collective identities of the families of my students has taught me several ways that I can advocate for my students. By working closely with individuals within community-based organizations like Catholic Charities, a group that parents already know and trust, I can assist families in providing for some of their needs. According to Weinstein-Shr, this is because families maintain "traditional kinship bonds and community organizations to provide them with resources for solving some of their immediate problems" (as cited in Trumbull & Pacheco, 2005, p. 127). Some students receive tutoring assistance in my classroom from "Nancy" with Catholic Charities, so we talk frequently after class about the families' situations and consider recommendations. As we work together for the solutions to problems of students that we are concerned about, families benefit.

A second way to advocate for families of our students involves active promotion of a multicultural education. Since our school is made up of students from many countries, I want to find ways to share the various cultural experiences of our students, while teaching them the English language and cultural expectations of the United States. Earlier this year, our school held a World Cultures Day for middle school students. They danced and wore costumes from various countries. It is my hope that we expand this activity to include high school students in the future. Families will perhaps be invited to share in planning for the fun experiences of their teens.

Finally, because of a recent parents' survey, I am more aware of the various ways that parents of my students want to receive communication from the school. Since 65% of parents surveyed reported that they would like to be able to receive newsletters from the school, I am making that a reality for my class. Parents will be able to view articles and to see students' photographs that will illustrate some of the experiences they enjoy at the International Newcomer Academy. Students can translate the articles into their home language in order to help parents gain insight. In sharing discussions about school with their child, parents will become more aware of the various learning opportunities available at the school. Students and parents will come to develop a broader collective identity that includes being members of a sensitive and caring educational community.

## References

Kriesberg, Louis. "Identity Issues." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: July 2003 <[http://www.beyondintractability.org/essay/identity\\_issues/](http://www.beyondintractability.org/essay/identity_issues/)>

Trumbull, E. & Pacheco, M. (2005). Culture, Identity, and Schooling. In the Education Alliance at Brown University, *The Teacher's Guide to Diversity: Building a Knowledge Base: Vol. 1. Human Development, Culture, and Cognition*. Providence, RI. Pp. 51 & 127.

## Enhancing Strategic English Listening and Speaking Skills to Build Literacy for All Students

By **Kelley Crockett**, TextESOL V Advertising Representative *Kelley Crockett teaches at the University of Texas at Arlington in the School of Urban Policy and Administration*

Oral language is the foundation of literacy just as comprehensible input is the foundation of oral language (De Mado 2009). It's a tide that truly raises all boats. Every teacher has a responsibility to enhance literacy in the classroom. What your colleagues may not realize is that using the instructional strategies outlined in the English Language Proficiency Standards (ELPS) for listening and speaking will actually translate directly to increased literacy – for all their students, not just those who still struggle with English language acquisition.

A simple but effective strategy is increasing students' self-awareness of how to self-monitor their own academic language use. Many students feel lost when other students contribute to class discussions, but they don't know how to ask for clarification in a way that is not embarrassing. Often teachers assume that all students are following along and understanding content vocabulary, inferences and implications.

Just as you would directly teach the parameters for a written piece, try pre-teaching how to maximize understanding in oral lecture and conversation. Teach students to self-monitor their understanding of vocabulary versus concept, familiar or unfamiliar references, humor and satire compared to dissemination of important information. Then use role-play to demonstrate how to seek clarification. For example, the students could act out the process of writing down problematic vocabulary or context that is unclear.

Directly teach students to identify situations in which it is appropriate to ask for further explanation and, if you say, “when there is a pause”, be sure to occasionally pause during the lecture or conversation. Teach students to use key phrases that seek information such as “Could you elaborate on that?” or “I don’t know that I understand exactly what you mean by the word ‘so and so’.” By setting up the expectation of individual self-monitoring of understanding and by reinforcing the acceptable ways to clarify information, you increase your students’ comprehensible input while also increasing their oral English engagement.

## References

Cummins, J. (1984). Language Proficiency, Bilingualism, and Academic Achievement. In ***Academic Success for English Language Learners***, edited by P. Richard-Amato, & Snow, M. White Plains: Longman.

De Mado, J. (2009). English Language Learning Seminars <http://www.demado-seminars.com/>

Texas Education Agency. **2009 English Language Proficiency Standards (ELPS)**. Available from <http://ritter.tea.state.tx.us/curriculum/biling/elps.html>.

## Travel Opportunities

by Mellanie L. Clay, former TextESOL V Treasurer  
*Mellanie Clay, who recently retired, taught at J.J. Pearce High in the Richardson ISD and International Newcomer Academy in the Fort Worth ISD.*

Applications are now available for the 2010 Toyota International Teacher Program to the Galapagos Islands, a fully-funded professional development program for U.S. educators. Funded by Toyota Motor Sales, U.S.A., Inc., and administered by the Institute of International Education, the program aims to advance environmental stewardship and global connectedness in U.S. schools and communities.

The program will take place November 20 - December 4, 2010 and the deadline to apply is May 26, 2010. Full-time classroom teachers and librarians of all subjects for grades 6 - 12 are eligible to apply! Please visit [www.toyota4education.com](http://www.toyota4education.com) for application instructions, FAQs, and to apply online.

## Readings and Resources

by Rita Deyoe-Chiullan, former TextESOL V Publications Coordinator

*Dr. Deyoe-Chiullán is an Adjunct Professor at Texas Woman's University*

Disclosure: Some of these books were sent to me by publishers for my review without my requesting them, others as a result of my requesting to review them. The rest I purchased. Of course, the Audible.com audio books are ones I purchased even though I also bought the print copies of some of them.

A few of these titles are currently being used as "Book Club" second texts by students enrolled in an advanced undergraduate course for ESL educators I am teaching. Some are likely to be selected as options for the students who will take the same course in the summer and fall semesters. If I haven't read a book yet and it is simply on my "to do" reading list, the description is based on scanning the table of contents, cover review information attributed to a reviewer who (presumably) has read the book, and brief excursions into portions of the book.

## A Bilingual/ESL Educator's Reading Table List

Artiles, A. & Ortiz, A. Eds. (2002). ***English Language Learners with Special Education Needs: Identification, Assessment, and Instruction***. Washington, DC: Center for Applied Linguistics/Delta Systems.

My students have found this enlightening even after having had ESL courses and a special education course. However, it appeared before the RTI (Response to Intervention) movement became so prevalent and has been made a bit "out-dated" by the solutions offered by RTI when properly implemented.

Bragg, M. (2004). ***The Adventure of English: The Biography of a Language***. New York: Time Warner Book Group/ Arcade Publishing, Inc.

This is apparently the accompanying book for a series of PBS specials, which I might have enjoyed, had I known they existed, and if I were able to remain seated long enough to watch a television program without being interrupted constantly with caregiver duties. However, listening to the audio version on my computer or iPod as I am drifting off to sleep is both informative and soothing. The BBC announcer does a superb job of reading the book and the author's writing is lively and engaging. I've listened to parts of the book multiple times and continue to enjoy it. After all, for someone who has spent her entire life since the age of five in schools or universities, there's nothing more restful than a good lecture about what some might consider unnecessary, but interesting information!

Bronson, P. & Merryman, A. (2009). ***NurtureShock: New Thinking About Children***. New York: Hachette Book Group/Twelve Books.

This book has provided content for lively discussions in almost every class and led me to come up with a description of our erroneous behavior of rewarding every response with “good job” rather than sincere, meaningful, useful feedback as “hiccupping praise” to our students. Every chapter exposes something we have been doing wrong, with all the best intentions, to the detriment of our children (and our pupils). Every parent and educator should read this book. You can get a taste of it by finding Ashley Merryman’s PopTech Talk online and watching it. [http://poptech.org/popcasts/ashley\\_merryman\\_on\\_parenting](http://poptech.org/popcasts/ashley_merryman_on_parenting)

Carr, J., Carroll, C., Cremer, S., Gale, M., Lagunoff, R., & Sexton, U. (2009). ***Making Mathematics Accessible to English Language Learners: A Guidebook for Teachers***. San Francisco, CA: West Ed.

This book is very useful and I wish we would recognize that our ESL methods courses need to give more than lip service to strategies for teaching each content area in a valid and meaningful manner to ELLs. I particularly like the chart that points out “Mathematical Notational and Procedural Comparisons Between U.S. and Latin American Countries”. Unlike the typical language arts/reading focused ESL methods text, which glosses over content issues and suggests that all content issues are really just reading issues, this book gives specific strategies and examples at various proficiency levels.

Carr, J., Sexton, U. & Lagunoff, R. (2007). ***Making Science Accessible to English Language Learners: A Guidebook for Teachers***. San Francisco, CA: West Ed.

Like the preceding book, this one actually talks about teaching science in specific ways that are useful for planning and implementing effective content instruction. It includes specific lesson plans and charts of tools and strategies. An added bonus of both of these books is an excellent concise, clear, and very helpful overview/review of different approaches and methods that have been proposed for teaching a second or foreign language at the beginning of each of the books. While this brief introductory part of each book is similar, it is valid to include it in both books, since some readers will only choose to access one of the books.

Celic, C. (2009). ***English Language Learners, Day by Day, K-6: A Complete Guide to Literacy, Content Area, and Language Instruction***. Portsmouth, NH: Heinemann.

I just recently received this book and a cursory glance at the contents tempts me to label it as Harry Wong’s First Days for ESL teachers. It is very focused on the reality of needed routines and procedures in the context of teaching English Language Learners.

Ofelia García's foreword praises it for "blending the gaze" of the student and teacher and helping the teacher to see through the student's eyes. I suspect it will be a popular choice for my next group of students who select their own second text for "book club" activities.

Cloud, N., Genesee, F., & Hamayan, E. (2010). ***Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices***. Portsmouth, NH: Heinemann.

The small group of my students who selected this as their "book club" book have had a good bit of praise for the portions they have reported on thus far and they clearly recognize that these writers are experts who deserve the respect they are typically accorded.

Darling-Hammond, L. (2010). ***The Flat World and Education: How America's Commitment to Equity Will Determine Our Future***. New York: Teacher's College Press.

If I hadn't forced myself to put this book down and move on to other things, I would have found it difficult not to force everyone to listen to me citing the ample data and the impressive arguments Darling-Hammond makes in her widely recognized and respected researcher's voice. One could wish some politicians in local cities would heed her words.

Denton, P. (2007). ***The Power of Our Words: Teacher Language That Helps Children Learn***. Turner Falls, MA: The Northeast Foundation for Children.

The students who have been using this as their "book club" selection, have been very satisfied that it has covered issues that they needed to know in ways none of their courses have. In advanced courses, there is always some little tendency to "senioritis" or feeling they've seen everything before in other courses. They have not felt that way about this book. It is straight-forward and readable, but holds a number of surprises that make perfectly good sense once you look past the end of your own nose and what you have done because that's how it has always been done, even though it never made you feel empowered when your teachers did it to you!

Drout, M. (2006). ***A History of the English Language***. Audio book in the Modern Scholars series. Recorded Books LLC., purchased from Audible.com. Listening to this audio book hasn't been quite as enjoyable as listening to the Melvyn Bragg book because the author's reading just isn't quite as pleasant as the BBC announcer's delivery of the Bragg book. However, this book contains some additional nuggets of interesting historical information and the Modern Scholar series provides a lengthy "course book" (109 pps.) should one wish to have a print copy of the lectures. The accompanying "final exam" has some of the flaws found in most multiple choice

exams written by educators that have not had specialized training in writing exams---a number of “all of the above” responses and a fair number of questions that focus on minor details of the “Were you listening when I said...” variety. Nevertheless, it is an amusing measure of how much one can retain when half-asleep or when one slept through a few chapters.

Echevarría, J., Vogt, M., & Short, D. (2010). ***Making Content Comprehensible for Elementary English Learners: The SIOP Model***. New York: Pearson/Allyn & Bacon.

This arrived without my having requested it, thanks to the kindness of textbook representatives who know I do write reviews of items I receive. For those who always felt the SIOP model was more focused on secondary than elementary, this book and the one that follows have attempted to clear that up and have done an admirable job of adjusting the examples and applications in appropriate ways. What particularly sets this version apart is a focus on the self-contained classrooms that are most common in elementary schools.

Echevarría, J., Vogt, M., & Short, D. (2010). ***Making Content Comprehensible for Secondary English Learners: The SIOP Model***. New York: Pearson/Allyn & Bacon.

As one would expect, this updated version focuses on teaching adolescents in departmentalized and self-contained settings that are typical of secondary education.

Echevarría, J. & Graves, A. (2011). ***Sheltered Content Instruction: Teaching English Learners with Diverse Abilities, 4<sup>th</sup> edition***. New York: Pearson/Allyn & Bacon.

This fourth edition includes new information or updated content in each of the eight chapters and could be considered a “generic” SIOP text, even though it appears to position itself as the “special needs” book of the SIOP family. Chapter One does include a discussion of RTI (Response to Intervention), which is necessary in any contemporary treatment of modifications and differentiation.

Echevarría, J., Vogt, M., & Short, D. (2011). ***The SIOP Model for Teaching Science to English Learners***. New York: Pearson/Allyn & Bacon.

This new book provides sample lesson plans with all the materials to demonstrate how to implement a SIOP science lesson. It should be noted that some new SIOP lesson plans have recently been made available through the CAL (Center for Applied Linguistics) website. Those whose school districts are fully committed to the SIOP model will want to look into those resources.



García, O. (2009). ***Bilingual Education in the 21<sup>st</sup> Century: A Global Perspective***. West Sussex, UK: Wiley-Blackwell.

A number of very famous names are praising this as THE new basic text about bilingual education that makes all the others obsolete. I bought the book because I have great respect for the author's knowledge, writing skill, and fervent commitment. I expect I need to hurry up and read more of it because I will need to cite it in the unwritten article that is due in two weeks!

Haager, D., Klingner, J., & Aceves, T. (2010). ***How to Teach English Language Learners: Effective Strategies from Outstanding Educators***. San Francisco, CA: Wiley/Jossey-Bass.

The students who chose this as their "book club" selection have been adamant that all their classmates need to buy and read this book before they go out to teach. The book presents thorough, descriptive vignettes of successful teachers who are implementing appropriate learning strategies and whose schools, for the most part, have a commitment to using the RTI approach to meeting students' needs in a timely and effective manner. Those students who have been out in local schools doing practica have seen that RTI is rapidly being embraced in the schools and that some teacher preparation courses haven't quite "caught the wave". The book is engaging and very readable and presents very different teacher personalities with their respective strengths as positive models.

Johnson, P. (2004). ***Choice Words: How Our Language Affects Children's Learning***. New York: Stenhouse Publishers. (also available as an audio book from Audible.com)

The relatively large number of students who chose this as their "book club" selection, have found it to be very comparable to the Paula Denton book that a good many chose. The style and tone are somewhat different, but the underlying messages about how to use language to empower students are similar and the students have readily noted that many teachers need to take note of what these authors have to say, in order to provide students with more positive and productive opportunities to exercise independence, think for themselves, and demonstrate competence.

Kidder, T. (2009). ***Strength in What Remains***. New York: Random House.

This is a riveting account of the experiences of a medical school student who survived (barely) the massacres in Burundi and Rwanda. Through the kindness of a school classmate's family, he managed to get a business visa to the U.S. and eventually, through the deliberate kindness of some, in contrast to the horrible suffering he experienced both in Africa and in the U.S., he achieved his goal of becoming a medical doctor. The book is very well written and the experiences of the protagonist are those of some of your students. It will keep you up late until you finish the book.

Klingner, J., Hoover, J., & Baca, L., Eds. (2008). ***Why Do English Language Learners Struggle with Reading? Distinguishing Language Acquisition from Learning Disabilities***. Thousand Oaks, CA: Sage/Corwin Press.

This book just arrived. I plan to see if it is a more current treatment of ELLs with possible learning disabilities than the Artiles et al book. It appears to have a considerable amount of information related to using RTI with ELLs and a very specific and detailed discussion of the misconceptions held by many educators about how language acquisition proceeds and what constitutes a learning disability. As with the Artiles et al book, I know and think very highly of some of the authors, so I expect this will be a good option to offer as a “book club” selection.

Lee, W. (2007). ***The Eighth Promise: An American Son's Tribute to His Toisanese Mother***. New York: Rodale/Modern Times.

I enjoyed this book very much, especially the author's description of his first day in kindergarten and how he and his non-English speaking classmates learned to salute the flag of the “forty-eight steaks”. I usually use that as a read-aloud for my students to put them in their students' shoes and I use some bits about the importance of his mother's medicinal soups to point out that our students have to respect the ways their parents believe they should protect and nurture them and that we should too.

McWhorter, J. (2008). ***Our Magnificent Bastard Tongue: The Untold History of English***. New York: Penguin/Gotham Books.

When I saw this on the “new and noteworthy” table at Borders books, I had to buy it just to prove a book about the history of the English language could be seen as “cool”, if only because of a “swear word” in the title! The book is entertaining for a person with some background in linguistics and would even prove enjoyable for some without formal linguistics study. I make reference to a few points in it and in the author's video Great Course language and linguistics lectures that I bought last year when teaching linguistics, although I don't think my students find this as interesting I do!

Pogrow, S. (2009). ***Teaching Content Outrageously: How to Captivate All Students and Accelerate Learning***. (Jossey-Bass Teacher, Grades 4-12). San Francisco, CA: Wiley/Jossey-Bass.

This had an irresistible title and description, but it was an impulse purchase, and I haven't done much more than skim it. If I were ever to need to teach a content area at the middle school level though, I'm pretty sure I would read it, highlight it, and take notes! It does provide some research about cognition and presents interesting arguments about effective ways of gaining the attention of learners along with ways to use dramatization and other strategies effectively.

Reetz, H. & Jongman, A. (2009). ***Phonetics: Transcription, Production, Acoustics, and Perception***. West Sussex: Wiley-Blackwell.

This was my free gift (the one I chose from several options) for completing a survey for the publisher about needed textbooks. It goes far beyond what most ESL teachers would ever expect to need to know about phonetics, since it includes both articulatory and acoustic phonetics. However, it is very well written and thorough and is a useful resource in case I ever write another online graduate linguistics course for educators.

Reyes, S. & Kleyn, T. (2010). ***Teaching in 2 Languages: A Guide for K-12 Bilingual Educators***. Thousand Oaks, CA: Sage/Corwin Press.

This one just arrived a couple of days ago, after I waited a couple of weeks for Amazon to get copies of it. It is a likely "book club" selection for bilingual teacher candidates in the next course because it provides many brief vignettes/scenarios of "how to" implement specific strategies. It appears to be much more "teacher friendly" than most of the resources currently in use in bilingual methods courses, so after my students review it, I'll share their comments with a colleague who teaches that course more often than I do.

Spencer, V. & Simpson, C., Eds. (2009). ***Teaching Children with Autism in the General Classroom: Strategies for Effective Inclusion and Instruction in the General Education Classroom***. Waco, TX: Prufrock Press, Inc.

This was lying on the floor in the parenting/teaching section at Borders books when I walked through that area looking for my adult son who has autism. He starts at magazines to see if a new issue of Star Trek magazine has come out, then reads a couple of Animé graphic novels, checks out "science fiction and fantasy" to see if there are any new Star Trek or Star Wars books about artwork, engineering, and movie development; and finally he heads for the children's books to look for authors and series he still loves (Eric Carle, Dr. Seuss, Berenstain Bears, My Pet Monster, and many others). One of the positives of living in the midst of rituals and routines is that those favorite literary experiences keep on giving joy. I'll make this book a possible option for "book club" because with the incidence of autism rapidly reaching a "one or two" in every classroom proportion, more teachers are recognizing the need to learn about effective teaching/learning strategies for those who are "on the spectrum".

Sundem, G., Krieger, J., & Pikiwicz. (2008). ***10 Languages You'll Need Most in the Classroom: A Guide to Communicating With English Language Learners and Their Families***. Thousand Oaks, CA: Sage/Corwin Press.

When I found the description of this book, I thought my assignments to my linguistics students to locate phonological, grammatical, and cultural information for languages/

cultures of their future students might become obsolete. Not quite! The book has a good underlying concept, but I very much agree with the negative review written by one of two people who had posted a review on Amazon. The positive review appeared to have been written by an administrator looking for a “quick fix” who didn’t really look at the content of the book. I agree with the other reviewer that several of the translated letters to parents are insufferably rude even in English. Delivered across cultures, they would likely lead not to parental cooperation with improving student discipline but to visits from CPS due to child abuse. I will give the book another chance and look at it more closely, but my gut instinct is to be reminded of a terribly authoritarian letter to parents I once translated for a colleague. I duly wrote what she intended to say, but I would never have sent such a message to the parents of my own students, nor would I have tolerated receiving one like it as a parent. As one of my linguistics professors used to say, “Traduttore, traditore.” (The translator is a traitor.).

Tan, Amy. (2005). ***Saving Fish From Drowning*** (A Novel). New York: Random House/Penguin/G.P. Putnam’s Sons.

This was my Spring Break reward to myself---a former best-seller hardback marked down to \$5.95. Then, low and behold, the story took place in Thailand and China and involved a lot of information about the Karen people, one of the groups of refugees that have been resettled in North Texas. While only parts of the story are based on fact, a good bit of the context described provides enjoyable background for understanding the perspective of refugees from that area.

Thorpe, H. (2009). ***Just Like Us: The True Story of Four Mexican Girls Coming of Age in America***. New York: Scribner.

This one is a true story and is very like the stories of some of my students. It kept me up late, and I hope someone who can afford to do it well makes a film of this book to enlighten the many whose understanding of immigration is limited to journalistic sensationalism and political sound bites!

Walqui, A. & van Lier, L. (2010). ***Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise***. San Francisco, CA: WestEd.

This is one I wanted badly enough to pay for it as soon as I received a flyer advertising its publication because I had seen a presentation of the authors’ work in a Schools Moving Up Webinar archive. It will be a “book club” option for students who plan to teach upper elementary through secondary.

Willingham, D. (2009). ***Why Don't Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for Your Classroom.*** San Francisco, CA: Wiley/Jossey-Bass.

This is one I started reading and found very interesting, but other things just crowded in on me before I got very far into it. When I get back to reading it, I expect to learn some useful things about how students learn and why some things just don't work as well as we expect them to.

### **Audible.com books I've enjoyed in the past 4 months:**

***Choice Words*** by Peter H. Johnson (He reads the book himself and his accent is delightful.)

***The Adventure of English*** by Melvin Bragg (It is read by a BBC announcer who makes it a joy to listen to.)

***The Checklist Manifesto*** by Atul Gawande (Like his other books showing us what can go wrong in the medical profession and others, this one is engaging and enjoyable.)

***Drive: The Surprising Truth About What Motivates Us*** by Daniel H. Pink (He points out that rather than constant carrot and stick rewards, if we want anything other than mindless, robotic responses; we need to give workers/learners "autonomy, the opportunity for mastery, and a purpose beyond the task itself and the individual" or something like that...the TED talk is at [http://www.ted.com/talks/lang/eng/dan\\_pink\\_on\\_motivation.html](http://www.ted.com/talks/lang/eng/dan_pink_on_motivation.html))

***The Stuff of Thought*** by Steven Pinker (I've owned the book for some time, but just couldn't stay with it long enough to get through it. The audio version was much more enjoyable for me.)

***The Modern Scholar: A History of the English Language*** by Michael Drout (It wasn't as enjoyable as the Bragg book, but was still an interesting leisure activity.)

### **March CAL Newsletter online**

<http://www.cal.org/about/calnews/031710.html>

- New SIOP Lesson Plans Posted for Educators
- *Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices;*
- *Connecting Diverse Cultures: A Video Guide for A New Day and Be Who You Are*  
**Coming Soon**
- *A Guide to Culture in the Classroom (Muriel Saville-Troike's classic 1978 guide)*  
**Free downloadable PDF**

## **TextESOL V Board Meeting Minutes – January 30, 2010 – Mountain View College, W183, 9:30 – 11:30**

Cathy called the meeting to order.

Board members present: Kelley Crockett, Anne Savidge, Cindy Brennan, Cathy Watkins, Elizabeth Smith, Jayme Lynch, Martin Guerra, Liz Martin, Conce Rodriguez

Spelling corrections of board member names from Nov. 7, 2009 minutes: Debra Basler and Kelley Crockett

Liz moved to accept Nov. 7, 2009 minutes as corrected: Kelley and Anne approved

Treasury Report:

- Current balance is \$75, 000
- EBM Corp: business that hosts our website
- Yearly audit complete

Cathy introduced Conce Rodriguez who will be the TextESOL V Webmaster. Conce has 19 years of teaching experience in Garland and Dallas ISD's

Cathy reviewed Annual Deadline sheet

- Any submissions for newsletter go to Rita
- Need to start advertising for TESOL Academy Award in the summer – TextESOL used to send somebody. It is open to any member and board members can apply. We give a flat stipend and the person makes up travel costs. Kelley will find out more info. Ways to advertise - website and ask Alanna to email to all our current members
- Affiliate Delegate in March. Cindy, Cathy and Martin plan to go. Must go every 2 yrs. Cathy was our delegate last year in Denver. Martin will look into if we need to go this year and who we would send info to.
- Affiliate Conference Update: Get our Oct. 2, 2010 conference into communications. Cindy will send to TESOL - we need to know the position even if the person changes.
- Tax Forms – Debra will look into this
- Space in Boston – we are not requesting space at the conference

- Affiliate annual dues: take the check and pay at the TESOL convention (Cathy will pay dues at the Affiliate meeting) President usually handles the submission (Martin)
- Advertise for 5 complimentary TESOL memberships: Alanna will send out a mass email and Kelley will send out a blurb: Requirement – never been an international member before. TESOL gives this membership. Kelley will check our website about if this is posted.
- May – promotional request: get promotional material before state conference?
- TESOL Affiliate: invite a TESOL board member to speak at the Affiliate Annual Conference. Barb Dogger helped with this when she was program chair.
- Submit anything about our affiliate to the TESOL newsletter by May 15
- September - Slate of officers for the newsletter submission
- Affiliate Travel Grant: How does it work? Kelley doesn't want to advertise if it is going to be cut back. Cindy will check on it in Oct as incoming President.
- November – acknowledge that people have joined TextESOL V. Board agreed that name, institution is enough info and membership numbers aren't necessary.
- Dec. 1 Affiliate Rebate Program (did Margaret do this in Dec. 2009?) We send our membership and for everyone who is not an international member, we get \$2 back.

#### Conference Update:

- Oct. 2, 2010 at Timberview High School. Commons area which holds 350, 15 classrooms and performing arts center. Round tables for exhibitors. Pay for security which has to be there the night before and the day of. Vendors can set up the night before from 4-6.
- Jim Cummins as keynote speaker – Pearson Longman (not 100% approved yet but very high chance)
- Conference Committees:
  - Vendors: Kelley and Anne. Cindy will send Kelley the electronic version of all the forms for all the vendors. Kelley wants a committee, because there is a possibility that she won't be here – Cindy and Kelley will get together to discuss. Cindy and Liz will search and put together all forms, etc.
    - Springer is gone from Heinle – need to update our list

- Designate tables the night before. Deadline is end of June. Tables are assigned on a first come first serve basis. Letter out by March.
- Food: Jayme and Elizabeth (order less food) Cindy will send us the school catering menu.
- Registration: Liz (will ask her secretary) and Jey since she helped out last time.
- Advertisements for the program: Kelley will be in charge
- Signs: Martin (still has outdoor stuff)
- Programs: Cindy
- Need a theme and logo and give to Conce to put up on website to start advertising. Board will think of ideas and email them to Cathy.
  - Ideas include: ESL Online and Live? English Language Proficiency for All? Breaking Virtual Barriers: English Language Proficiency for All? Breaking Down Barriers? Changing Perspectives? Vote on Feb. 15.
- Can we advertise for nontraditional groups? ELPS? Target dept chairs at schools (can we get content teachers at the conference?)
- Do we need any other speakers? Need a balance between speakers and sessions
- Cathy will get in touch with a variety of publishers – one of them may be able to provide a speaker or a workshop
- Committee to read proposals: people email them to Cathy (practical stuff to use in class, get a balance of elementary ed, secondary ed, etc all being presented at the same time and no double booking, etc.)
- Cathy will forward grid to Cindy to get a schedule together
- We will have to pay for an onsite tech person at the school.
- Call for Proposals: Cindy will manage call for proposal form
- Acteva: when we start to run out of money already invested there, talk to other affiliates about what they use
- Jayme will update board rooster list with names and numbers (vice-president's job, but Jayme will take it on)

#### Other Items of Business



- Rita called in: we need things for the newsletter
- Website: we need a group photo of the board
- Board Vacancies: Publications Coordinator is open: can Conce find someone? This person will work with Conce and get articles, edit, and forward them to Webmaster.
- Janine is checking on Adult Education Rep. Liz Zuecher? Debra Brasler knows her.
- Jayme: should she send into the blog (that no one reads). Can she send to the newsletter, instead? Every newsletter, she can send something in – a little blurb.
- Need to add a counter to see how many hits we get on the website.
- Conce will check and bring us a proposal for a cheaper website host.
- Boston International TESOL Conference: Cindy and Cathy are going – Mansfield is paying for Cindy's hotel and meals. (Board pays for President and President-elect)
- Cathy made a motion to start with 4 \$1000 scholarships. Elizabeth, Kelley seconded. This is for graduating high school seniors who are in or were in ESOL at some time in their childhood. Need-based, and a GPA of 2.5, have a diploma and have passed the TAKS. We need a letter that they've already been accepted to college.
- Liz called for a vote – motion carried.

Other:

- 501 C3 and 501 C4 status – C3 cannot lobby and C4 can lobby; the person who donates money to a C4, they can't use it as tax-deductible. TextESOL V is a C3.
- Should the President-elect be added to the bank account? Yes – add President-elect to account to sign checks.
- Cindy moved we let Debra make the decision to choose a new bank, and we recommend Citibank, and Cathy suggests moving to a money market account. Martin seconds. Liz called for the vote – motion carried.

For next time: get fall conference off the ground

Need more bags, name tags –

April 24 is next Board meeting, put Oct. 2 on Calendar

Cathy called meeting to adjourn.

Teaching ESL to high school students doesn't have to be stressful. There are lots of materials out there to help you along the way. Below are some helpful resources you can add to your next lesson. For part of a cultural lesson on the United States, you can use Busy Teacher's worksheet about American High schools and draw comparisons to your students' local schools. There's even a high school grammar exam you can use to test your students' ability on English grammar. BBC Learning English. This website is good for finding interactive games and activities, which can be used in the class or set as homework for your students. There are also lots of videos, questionnaires and short courses for students to complete, and the website is updated with new content regularly. Some ESL teachers will co-teach with content teachers. This is ideal when there are several ELLs in the class as the expertise of the two teachers culminates in a more positive learning environment for the students. ESL/Bilingual teachers also work with community members and parents in several capacities: e.g. as translators, as classroom volunteers who can read with students, as speakers on specific topics. What do you like best about the International Academy? What stands out to you? Don Finelli, principal at Catskill (New York) High School, also wants to get a read on a candidate's lesson-planning abilities. "I feel the most important times in class are the first moments and the closure of a lesson," Finelli told Education World. So he poses a specific situation and topic. A reflective teacher is an effective teacher. And educators do tend to reflect on their teaching methods. In an article titled "Teacher Reflection In a Hall of Mirrors: Historical Influences and Political Reverberations," researcher Lynn Fendler states that teachers are reflective by nature as they continuously make adjustments in instruction. Reflection-in-action contrasts with reflection-on-action, in which the teacher considers his actions soon after instruction in order to be able to make adjustments for similar teaching situations in the future. At the end of a semester or school year, a teacher may look back over the students' grades in order to try and make an overall judgment about the practices and strategies that are positive as well as areas that need improvement.