



CATESOL NEWS

VOLUME 43 NUMBER 1
SUMMER 2011

CATESOL 2011 Long Beach

The Art and Passion of Language Teaching



HONORED FOR OUTSTANDING SERVICE:

Don Sillings (front row, third from left) was presented the Sadae Iwataki Award, commonly called a lifetime achievement award, by CATESOL President Lynne Diaz-Rico during the President's Luncheon at the 42nd Annual Conference in Long Beach. In 1987, under the leadership of Rita Wong, CATESOL established an annual award for outstanding service to CATESOL. One of the first recipients of the award was Sadae Iwataki, who served as CATESOL president 1981-1982. When she died in 1991, the award was named in her honor. She worked tirelessly for excellence in education for English language learners and promoted a high-quality professional environment for their teachers. Seated with Don are (front row, left to right) Susan Gaer, Lydia Stack, (Don), Tippy Schwabe, June McKay; (back row, left to right) Karen Dennis, Margaret Teske, Natalie Kuhlman, Carol Bander, Katheryn Garlow Taylor, Kara Rosenberg, and Denise Murray.



Hoda Samiee volunteers all the way from Iran.

A CATESOL Banner Flies in Her Room—In Iran

By Carol Bander

Any thoughts you might have had about Northern California's being too far to volunteer in the south (or vice versa) or Nevada's being too far from California to volunteer (or vice versa) for conferences in their respective areas must be dispelled when we consider that

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CATESOL Establishes Part-Time Educators Interest Group (PTE-IG)

By José López-Mercedes
PTE-IG Coordinator
Barbara Luther
PTE-IG Coordinator-Elect

In recognition of the growing proportion of part-time educators that comprise CATESOL's membership and the issues that are unique to them and their students, the CATESOL Board of Directors unanimously approved the formation of a Part-Time Educators Interest Group proposed by José López-Mercedes, 2010-2011 interest group facilitator, at its final board meeting of the year on Thursday, April 7, which preceded the 42nd Annual Conference at Long Beach, California. As of the Thursday board meeting, part-time teachers represented 30.8 percent of membership; that number swelled to 38.5 percent when part-time teacher trainers were included.

The goals of the new interest group are to:

- Encourage the formal and informal gatherings of CATESOL members who are part-time educators;
- Bring awareness to administrators, department chairs or coordinators, and full-time faculty the issues affecting quality of in-

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See more conference coverage on pages 3-9.



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PRESIDENT'S MESSAGE

The energy and ideas generated at this year's Annual Conference in Long Beach will take us through the summer and get us going for next fall. But still more is happening this year.



Let's not forget the chapter events being hosted in April and May to cap off the school year. The fall regionals in San Diego, Los Angeles, Las Vegas, and Northern California will carry us into 2012, when we'll reconvene in Oakland next April. The yearly cycle of CATESOL confer-

ences sustains our motivation and refreshes our lesson plans. It is the number one mission of CATESOL to improve teacher preparation and provide opportunities that further professional expertise.

Congratulations to all the volunteers in Long Beach, including our conference chair, Karen Dennis, and her hard-working committee who planned and arranged for 300 sessions. They worked tirelessly for the last 15 months

paving the way for 1,200-plus rejuvenated attendees.

Our Board of Directors will be meeting virtually via Adobe Connect during the coming year to stay informed and report out to you at our regional meetings and through the *CATESOL News*. As CATESOL struggles financially, along with much of California and Nevada and our nation, we choose to remain upbeat and optimistic. Through the CATESOL Education Foundation, we are looking for new sponsorships and fund-raising ideas. We thank all our sponsors who donate through the Foundation, helping us provide great speakers, print materials, conference bags, networking sessions, scholarships, and more.

To assist our members in voicing their opinions, suggestions, or just posting questions, I invite you to send us an email at ideas@catcsol.org. Or, if you are Facebook fan, find us as CATESOL (group) on Facebook. Do you know that 28 percent of educators use Facebook for communication?* If you are into tweeting, you may want to look for our hashtag (#catcsol) or add it to your own tweet. Look to our

website for postings about upcoming events in your area. All of this networking is good for us since sharing ideas is what our organization is all about. Bring a friend into the network and get him or her to join. We have more influence with our legislators the larger we get. We have more ideas and better pull with top-name speakers the larger we get. Sadly, our membership has decreased in the last year from just more than 2,000 to 1,774. We know this is due to many teacher layoffs. As an organization, we need to keep supporting our members so that our membership is steady or growing. I know that we can grow because we offer important benefits such as classroom support, legislative support, and grassroots networking through our chapter and regional events. My goal for 2012 is 2,012 members. Thank you for your continued membership!

Margaret Teske

*Based on information from OTAN (the state Outreach and Technical Assistance Network) in a tweet

CATESOL NEWS

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FROM YOUR GM

What Does CATESOL's General Manager Do?

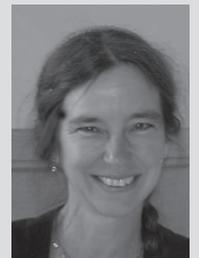
In March 2009 the Board of Directors (BoD) voted to end the outside contract to maintain the membership records and day-to-day operations of CATESOL. The BoD members voted to hire a general manager (GM) to take over these duties in-house, and to assume the duties of the membership coordinator, then a vacant position on the BoD. To fund the position of GM, they reallocated the budget for the outside contractor to the GM, with no increase in cost to CATESOL. Several candidates qualified and were interviewed for the position. The one selected brought to CATESOL, in addition to a background in ESL, a 20-year background in bookkeeping/accounting (including that in a nonprofit setting) and office experience. The most recent financial statement shows a significant increase in level of services offered, with little increase in operating costs. It should be noted that the budget for this position is covered by a small share of the membership fees collected and it is, therefore, a self-supporting position.



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EDITOR'S NOTE

I hope you enjoy this issue of the *CATESOL News*, which is just packed with coverage of the Annual Conference. I thank you all for your bountiful contributions of art and articles. I even held in reserve some very worthy photos and articles, which you will find in the Fall issue. The conference is a highlight, but it's not all that members of CATESOL get up to during the year. So you'll also find reports on other worthy events, such as regional conferences, workshops, level reports, and the work of the Education Foundation, including sponsorship of the center-spread Lessons special pull-out section (this time including some ideas from conference sessions). Please keep sending in your best ideas to share with your fellow members. Too many are not enough! If you have artwork to go with your lessons and articles, that's a real plus. Please send any artwork as a separate jpeg attachment. The ideal length for articles of any kind is no more than 800 words. Shorter is fine too. The deadline for the Fall issue is July 15, 2011. I look forward to hearing from you.



Karen Bleske

Rap Session Highlights Elementary/Secondary Collaboration

By **Patty Hubble**
Secondary Level Chair

The Elementary and Secondary levels held a joint rap session on Saturday at the Annual Conference in Long Beach, where participants were treated to a powerful presentation by Katrine Czajkowski, a representative from the California Academic Partnership Program (CAPP). Created in 1984 by the California State Legislature, this program aims to foster partnerships between secondary schools and community colleges “to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college” (CAPP, <http://www.calstate.edu/CAPP/program>).

Recently, CAPP has turned its attention to California’s underperforming schools, highlighting issues of “equity and access, high ex-

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Photo by Anthony Halderman

Professor Keith Folse of the University of Central Florida addresses a packed house.

Plenaries Draw Crowds and Claps

By **Carol Bander**
Plenary Co-Chair

Professor Dowell Myers (USC) opened the 2011 Annual Conference with his plenary address, “Old Myths and New Realities of Immigration Integration.” In it he dispelled five myths that many believe about the negative effects of immigration. On the contrary, he showed how immigrants and their offspring learn English, buy homes, and are crucial for infusing the labor force with workers who will support the soon-to-retire baby boomer genera-

tion. The audience’s standing ovation concluded the event. At Friday’s President’s Luncheon, Professor Jim Cummins (University of Toronto) argued against a one-size-fits-all standard and advocated consideration of socioeconomic status, literacy engagement (access to books), and identity-affirming classroom interactions. Finally, Professor Keith Folse (University of Central Florida), who hasn’t missed a single CATESOL conference since he started coming, gave an inspiring talk on how teachers influenced him and what has made all of us the kinds of teachers we are.

Elementary Level News and Reflections

By **Maggie Beddow**
Elementary Level Chair

As your newly inducted Elementary Level Chair, I begin by acknowledging our outgoing chair, Dr. Elsa Billings, for her contributions this past year. It was a real pleasure serving as the assistant Elementary Level chair under her guidance, as she was a committed professional who worked diligently on the behalf of educators of elementary ELs throughout the state. I look forward to serving on the CATESOL board this year and working closely with the Secondary Level chair, Patty Hubble, her assistant, Alexandros Bantis, and the other board members.

The recent 42nd Annual CATESOL Conference in Long Beach was invigorating and very successful. Despite the current educational budget woes, attendance was strong. One of the highlights of the conference was the President’s Luncheon and awards event in which Pearson Digital Learning representatives Roxanne Gerardo and Juli Dowling honored the two young winners of this year’s letter-writing contest, Edna Medina from Mendez Fundamental Intermediate School, and her sister, Evelyn Medina from Martin Elementary School in Santa Ana. Please read excerpts from their winning letters and see the happy faces of the winners as Pearson representatives present them with generous gift cards to buy books.

“Hi, my name is Evelyn Medina and this is my story about how I learned English. I am in third grade. I learned English because had a tutor in second grade that helped me on language arts and because she knew I didn’t understand English that much so she stayed a little bit more and she taught me how to talk in English....”

“Hi I’m Edna Medina a 6th grader. I go to the school named Mendez Fundamental Intermediate School and I’m one of those students that came from a different city or country that doesn’t know much language of the city or country you are in. In Mexico I went to school and I had preschool,



Flanked by Pearson reps are the 2011 Elementary Level letter-writing winners Evelyn Medina and Edna Medina. From left are Juli Dowling, Evelyn, Edna, and Roxanne Gerardo. See pages 4 and 5 for more award winners.

kinder, first grade and some of second grade. When I went to Martin I had 1st grade, but school was almost ending. I had a hard time understanding and speaking English because the school year was almost ending,

Continued on page 5

CATESOL 2011: AWARDS

Celebrating Achievement at CATESOL 2011

By John Liang

CATESOL Awards Coordinator

April is a month of excitement and celebration. At the 2011 CATESOL Annual Conference, a plethora of awards were given to a galaxy of ESL teachers, researchers, teacher trainees, and ESL students in recognition of their outstanding achievements and unselfish service to the CATESOL community. In fact, these awards were more than just awards. They represent CATESOL's commitment to promoting excellence in education for English language learners and a high-quality professional environment for their teachers, as so emphasized in CATESOL's mission statement. For this, CATESOL is indebted to the many sponsors for their continuing, wholehearted support for CATESOL's endeavors to help ESL teachers pursue professional development.

Please join me in applauding the following recipients of the various CATESOL awards as well as the sponsors, without whom the awards were not possible.

CATESOL Special Recognition Awards (*Sponsored by CATESOL*)

Recipients: Dr. Norberta Anderson, Clark County ELL director; Eric Bredenberg, Heinle Cengage Learning

Sadae Iwataki Service Award (*Sponsored by CATESOL*)

Recipient: Don Sillings, CATESOL general manager

The Spirit of Teaching Award (*Sponsored by Pearson Longman*)

Recipient: Deborah Robiglio, Glendale Community College, Glendale, California

David E. Eskey Memorial Award for Curriculum Innovation (*Sponsored by CATESOL*)

Recipient: Luciana de Oliveira, Purdue University, West Lafayette, Indiana

Norma Shapiro Memorial Library Award (*Sponsored by Jayme Adelson-Goldstein*)

Recipient: Eli Clarke, MiraCosta College, Oceanside, California

Gordon Johnson Memorial Award (*Sponsored by friends and colleagues of Mr. Gordon Johnson*)

Recipients: Nina Ito and Christopher Mefford, American Language Institute, California State University, Long Beach

Rick Sullivan Stipend (*Sponsored by CATESOL*)

Recipients: Amanda Jerome, University of California, Irvine; Harumi Hirasawa, American Language Program at California State University, East Bay; Anthony Burik, Mt. Diablo Adult Education; Li-Fen Lin, doctoral student at the University of California, Davis; Elizabeth Wadell, American Language Institute at San Francisco State University

Elementary Level Letter Writing Contest (*Sponsored by Pearson Digital Learning*)

Recipients: Evelyn Medina and Edna Medina, students at Glen L. Martin Elementary School and Mendez Fundamental Intermediate School, Santa Ana, California

Secondary Level Essay Writing Contest (*Sponsored by Heinle Cengage Learning*)

Recipients: Lusine Manvelyan, Arcadia High School, Arcadia, California; Ja-Hyun Son, Cypress High School, Cypress, California.

Community College Level Essay Contest (*Sponsored by Oxford University Press*)

Recipient: Tatjana Radojkovic, Irvine Valley College, Irvine, California

Graduate Student Research Contest Award (*Sponsored by Cambridge University Press*)

Recipient: Chris Van Booven, graduate student in TESOL at the University of Southern California

CATESOL Orange County Chapter Scholarship

Recipient: Julie Krimm, California State University, Fullerton

'Facing the Unexpected' Takes Adult Honors

By Kristi Reyes

2010-2011 Adult Level Chair

Susana Garibay, Level 7 ESL student at San Diego Community College Continuing Education's West City Campus, submitted the winning essay "Facing the Unexpected" in the Adult Level Essay Contest. Susana's teacher is Magdalena Kwiatkowski, and Susana's story highlights the important work ESL teachers do. Susana was unable to receive an award for tax reasons, but we honor her achievement and her teacher's dedication. Congratulations, Susana!

Facing the Unexpected

When people get married, they think life is always going to be perfect, but the bliss does not last long. The first change is when they become parents. They work more and more, losing themselves in their busy schedules, and it never crosses their minds that something bad, like an illness or an accident, may happen to them. I was just like that. I was nineteen when I got pregnant. I did not really want a baby at the time because my husband and I were too

young. We moved from Mexico to San Diego, which was already a big change in our lives, and a pregnancy was too much to handle. When my daughter was born, I realized I had absolutely no experience with babies. Still, I tried my best. Most of the time, I was home alone with her because my husband worked twelve hours a day and when he got home, he was so tired that I did not want to bother him with my concerns. When my daughter was four years old, one week after her birthday, she became sick. I thought she had a cold. We went to the doctor, who looked at her and said, "It is nothing serious. She is going to be okay in a few days." But something was definitely wrong because she did not want to eat or play. We took her to the emergency room. As soon as the nurse asked me the first question I knew I should not have dropped out of the ESL class. We had to ask for a translator, which was very embarrassing. The doctors took her into the exam room and finally figured out why she had been feeling sick for the past five days. She had bacterial pneumonia, an illness that causes inflammation and produces pus in the lungs. We brought her in just in time. Soon it would



Susana Garibay

be too late. She stayed in the hospital for seven days. She had fever and was breathing rapidly and shaking. She looked so fragile lying on the hospital bed! My husband and I were scared because we loved her so much. The next day after we got home from the hospital, I changed her pediatrician, but, because I had to work, it took me ten years to enroll in an ESL class. This time I am not going to give up. These were horrible days, but they taught me a valuable lesson: life can change in a blink of an eye, and we need to work a little less, enjoy our family more, and get educated as much as we can to protect ourselves against life's cruel unpredictability.

Irvine Valley College Student Wins Community College Level Essay Contest

By Barbara Luther

2010-2011 Community College Level Chair

Tatjana Radojkovic, an advanced ESL student at Irvine Valley College in Irvine, California, was announced at the President's Luncheon of the 42nd Annual CATESOL Conference as the winner of the fourth annual Community College Level student essay contest sponsored by Oxford University Press. Her winning essay, "Dreaming in English," evoked the conference theme, "The Art and Passion of Language Teaching," by describing her passion for playing with lan-

guage and discovering her voice in the writing process. Tatjana compared writing to sculpting, with the final product being a work of art.

Tatjana is enrolled in Advanced Grammar and Writing and was accompanied by her teacher, Jeff Wilson. She was presented the \$500 award by Aubrey LeGrand, marketing manager for the English Language Teaching Division of Oxford University Press. You can read Tatjana's essay on the CATESOL website by going to <http://catesol2011.org/awards.html>.



Tatjana Radojkovic (right) with her teacher Jeff Wilson

HONORED WITH RICK SULLIVAN

STIPEND: Standing with Stipends Chair Lindsay Donigan (far left) are the five beneficiaries of CATESOL's Rick Sullivan Stipend. They are (from left to right) Li-Fen Lin, Elizabeth Wadell, Amanda Jerome, Harumi Hirasawa, and Anthony Burik. The stipend helps them with the cost of attending the conference.

Photo by Anthony Halderman



Elementary

Continued from page 3

they were reviewing and I didn't know anything. I just knew how to speak Spanish. In 2nd grade my teacher Ms. Elstead told me to never give up and keep on trying. So I did I keep on trying and trying until I knew some English words and write some English words. I was so proud of myself.

Then I went to third grade my teacher was Mr. Damore he told me that it was ok with him. He was going to teach me everything that I had missed. He told me just to try and I would learn all that I want and to learn more English. I tried and tried until the school year ended. Then Mr. Damore told me I did a good job and I was prepared to go to 4th grade. I knew more new words then when I was in 2nd grade. When 4th grade started Ms. Vicente told me I had an award because I pass a test in speaking English and had advanced in speaking English. I showed it to my old teachers and they said they were proud of me.

Continued on page 8

Norma Shapiro Award Goes to Eli Clarke

By Kristi Reyes

2010-2011 Adult Level Chair

Eli Clarke, nominated by Donna Price of San Diego Community College Continuing Education, was awarded the Norma Shapiro Memorial Library Award for 2011 during the Adult Level Rap at the Annual Conference. The award honors the memory of author, teacher, and teacher trainer Norma Shapiro, and it goes to an Adult Level ESL teacher, materials developer, and trainer. In introducing Eli, Donna detailed the impressive time line of Eli's quick climb up the ESL teaching career ladder, from first being an ESL student after moving to California from her native Chile in 2001, to volunteering and tutoring, to later getting an adjunct teaching position, to the full-time tenure-track noncredit ESL position she now holds at MiraCosta College. Eli is a frequent presenter at CATESOL regional and state conferences on various technology-integration topics. Congratulations, Eli!



Jayme Adelson-Goldstein presents Eli Clarke the 2011 Norma Shapiro Memorial Library Award.



ESKEY AWARD HONOREE: Luciana de Oliveira of Purdue University is this year's winner of the award for curriculum innovation; the award is meant to honor Dr. David E. Eskey's memory by recognizing accomplishments related to his professional endeavors in literacy, teacher preparation, research, and evidence-based innovations in classroom practice.

CATESOL 2011 LONG BEACH

College/University Level Enjoys Rap, Workshop, Winning Research

By Sharmin Khan

College/University Level Chair

The Annual Conference at Long Beach featured an hour-long College/University Level rap session followed by a 90-minute workshop, moderated by Randy Rightmire, 2010-2011 C/U Level Chair. At the lunchtime rap, Jeff Frost, CATESOL's legislative advocate, made a brief appearance to explain the state budget, cuts to higher education, and what this might mean to the CSU and UC systems. Then, Chris Van Booven, Graduate Student Research Award winner and an MA TESOL student at the University of Southern California, presented his study on adult two-way bilingual immersion. Chris's thoughts on participating in the conference and a summary of his research will appear in the next issue.

The level workshop, which followed the rap, was well attended and generated much interest and discussion among all the attendees. Betsy Gilliland (UC Davis) and Cristin Boyd (Studies in American Language, SJSU) participated as panelists, with Randy Rightmire acting as facilitator.

Addressing Plagiarism and Academic Integrity

By Betsy Gilliland and Cristin Boyd

The College/University Level Workshop turned out to be a dynamic discussion of practices and concerns provided by all participants. 2010-2011 Level Chair Randy Rightmire invited us to join the panel after attending our earlier workshop titled "Teaching the Art of Citation and Paraphrase." The session began with discussion of topics in response to a few prepared questions and other questions written by participants on the spot. The first question asked about accidental plagiarism led to a lively discussion of whether students' methods of searching for resources leads to accidental or deliberate plagiarism, and to what degree cultural differences contribute to violations of American academic integrity practices. Dr. Karen Russikoff of Cal Poly Pomona explained that the concept of plagiarism is rooted in early capitalism and a desire by writers to be paid for their efforts. This concept of ownership is often misunderstood or unknown by students not socialized in a capitalistic system. Further questions and contributions addressed the lack of direct teaching of documentation and

citation practices abroad and within U.S. high schools. Many California public schools simply do not have time to teach writing, let alone citation, when dealing with shortened school years, increased standardized testing, and mandated standards-based curriculum. In addition to some great discussion about teaching, many attendees shared their resources for providing much-needed scaffolding for using sources. One teacher explained that she does not accept "perfect papers." To help students see the need for their voice and presence in the paper, another instructor asks students to write an initial draft with only their own ideas. In the last segment of the workshop, participants broke into groups and each discussed a different question on the topic, such as whether teachers could justify ignoring incidences of plagiarism at any time and what "reading, writing, and citation" sources teachers use to "teach" citation practices.

For more resources on avoiding plagiarism and citing sources, teachers are invited to check out the handouts from our workshop, "Teaching the Art of Citation and Paraphrase," at <http://boydsteachingresources.pbworks.com>.

Exploring the Feasibility of Content-Based Instruction at the Community College

By Barbara Luther

2010-2011 Community College Level Chair

Donna Brinton of the University of Southern California, a pioneer in the field of content-based instruction, led a panel of five community college faculty from Southern California to answer the question, "Is CBI feasible at the community college?" The conclusion was a resounding "yes!" However, there are challenges. The five practitioners—Marsha Chan of Mission College in Santa Clara, Sharon Jaffe of Santa Monica College, Patricia Kelly of Southwestern College in Chula Vista, Barbara Luther of Saddleback College in Mission Viejo, and Nancy Sander of West Los Angeles College—shared experiences with different permutations of CBI. The content areas represented by these schools include child care, child development, nursing, art history, cultural anthropology, and psychology.

As defined by Brinton, Snow, and Wesche in *Content-Based Second Language Instruction* (1989), CBI refers to "the integration of particular content with language-teaching aims." The original three prototype models they identified are theme based, in which students study related materials during a period of several weeks; sheltered, wherein students are separated from the mainstream, but follow the mainstream syllabus with additional language support; and adjunct, pairing an ESL class with a college-level content class using the materials of that course. This model includes a high degree of collaboration between the content and ESL instructors. As noted by Brinton, CBI is "highly flexible ... and constantly evolving," characteristics that were evidenced by the program descriptions of the panelists.

Students in such classes often think the content is more "real" than what they typically study in their ESL classes. Those in adjunct courses sometimes believe ESL classes involve the study of language as an end in itself, when what they want or need is language as a means to acquiring content knowledge. Acquiring content knowledge is highly motivating.

Despite the success in motivating and teaching students through content, some issues must be confronted by any program seeking to develop a CBI component. There may be start-up or ongoing costs that require fund-

ing. Panelists cited Title V and Basic Skills Initiative monies as a source of funding. Enrollment, especially in adjunct courses, may be a challenge. Some of the programs had strong support from counseling in promoting the courses. Classroom visits to educate potential students about the CBI courses can also help to bolster enrollments. To provide teachers with the skills needed to implement CBI, pre- or in-service teaching training may be necessary. In one case, the ESL instructor also held a master's degree in the content area. In adjunct courses, a high degree of support by the content instructor is also necessary. A final challenge can be materials. In a theme-based course, sufficient related materials must be assembled. In an adjunct course, students face the double challenge of mastering course-specific content and the language in which it is couched. Supplemental materials beyond the content course texts may need to be developed. Nonetheless, these challenges are not insurmountable and are worth the effort.

Creating a Mini-Corpus for a Content-Based Class

One method that can be used to develop support materials for a CBI course is to create a course-specific corpus. Rebecca Kaufmann Aldinger, Melissa Jaquish, and Xuan-Vu Nguyen of San Francisco State University demonstrated using corpus analysis tools to create course-specific materials for the teaching of vocabulary ("Corpus Analysis: A Framework to Inform Vocabulary Teaching"). Noting that advanced ESL students' writing problems are often related to word usage rather than grammar, the presenters used the software AntConc to identify frequently occurring vocabulary. This list was then inserted into Vocabprofile, free downloadable software, to categorize the list not only as GSL (General Service List) or AWL (Academic Word List), but also off-list words. (I have found that many non-course-specific words necessary to understanding a content passage are off-list.) The presenters then used Vocabprofile to distinguish between productive and receptive vocabulary and access collocations and common phrases using the teacher-selected vocabulary. Using these and other tools outlined in the presentation, teachers can target key vocabulary and develop effective materials to teach it.

THE ART AND PASSION OF LANGUAGE TEACHING

Graduate Student Events Prove a Great Success

By Christina Lorimer and Julia Schulte

2009-2011 and 2011-2012 CATESOL Student Representatives

A huge thank-you to the CATESOL community for making the graduate student activities at the 42nd Annual CATESOL Conference a huge success! This year's Graduate Student Forum (GSF) featured the work of 15 first-time presenters representing MA and PhD programs from seven universities. The first-ever graduate student rap session was a big hit, providing information to more than 35 students about how to draft winning proposals for CATESOL presentations. Additionally, the editors of *The CATESOL Journal* shared valuable tips and insights about why and how to publish articles in *The CATESOL Journal*. A special thank-you to our generous volunteers who spent their lunchtime reviewing graduate student CVs. Finally, the Graduate Student Leadership Corps organized an informal sunset mixer, giving students from across California and Nevada the opportunity to meet, exchange ideas, and relax after Friday's events.

What is the CATESOL Graduate Student Leadership Corps (GSLC)?

Professional development is an important component for graduate students who choose TESOL as their profession. The GSLC was estab-

lished to promote graduate student involvement within CATESOL and the TESOL field at large. It is a student-led group that provides the opportunity for students to demonstrate and develop their leadership and professional skills. As we work to increase graduate student activity in CATESOL and provide a supportive conference experience for the graduate student community, we invite interested graduate students to become members of the GSLC.

Thank you to the GSLC, especially our historians Collin Blair and Jenin Park for their time and contributions; Mark Roberge and Margi Wald, *CATESOL Journal* co-editors; and our CV reviewers, Tiffany Ingle, Richard Robison, Linda Gannon, and Ann Snow.



Christina Lorimer introduces Andrea Coates at the Graduate Student Forum.

Intercultural Interest Group Explores Language-Thought Link

By Cassandra Giesen

ICIG Coordinator

During the CATESOL Annual Conference in Long Beach, the Intercultural Interest Group hosted a well-attended presentation about new and expanding brain-based research that demonstrates how one's native language influences the way speakers think and perceive the world. ICIG Coordinator Cassandra Giesen presented highlights from Guy Deutscher's controversial and recently published book, *Language, Culture, and Thought*. The presentation highlighted Deutscher's compilation of solid scientific evidence that bolsters the idea that one's native language *does* influence, in surprising ways, a language speaker's perceptions, feelings, associations, and memories. Examples of such language

influence may include: one's ability to discern color hues, different language speakers' orientation to the physical world, and the influence that gendered languages exert on a speaker's ability to commit information to memory.

An audience discussion and Q&A session followed the presentation. Discussion topics featured the challenges ESL students confront when taking standardized tests, particularly those students whose native language is gender based. Another topic included the controversy that Guy Deutscher's book has generated in the field of linguistics, as his findings refute the generally held consensus that the influence of language on thought is negligible. A final discussion topic included the concept of speaking English with an accent and its relationship to the preservation of one's cultural identity.

IEP Level Seeks to Help Students Meet 'Real Americans'

By Erika Rose

IEP Level Chair

At the Annual Conference in Long Beach, the IEP Level held a well-attended rap session with nearly 40 IEPers present. The topic of our meeting was specific to international students in Intensive English Programs. During the session, IEPers pooled ideas on how best to support students' interests in meeting "real Americans." The idea for this topic came about several months ago as I considered that the international students in some Intensive English Programs really have very limited contact with native English speakers. Often, the only contact they have with "real Americans" is with their instructors. This prompted me to ask fellow IEP instructors what they did at their institutions to connect the

international students with people in the community. Sure enough, the IEPers responded with a cornucopia of ideas—some tried and true, and some yet to be tested.

Following is an excerpt of ideas from our rap session: pairing students from TESOL and foreign language programs with IEP students; connecting international students with volunteer groups; hosting an international bazaar with food and games from the students' home countries; sending the students on a scavenger hunt to preselected stores; and finding families to volunteer to invite an international student to dinner.

An extensive list of ideas will be posted to the IEP Listserv. If you are interested in being included on the IEP Listserv, please send an email to the IEP Level chair at catesolerika@att.net.

Mark Your Calendars for CATESOL 2012 Oakland!

By Judith B. O'Loughlin

2012 Conference Chair

The 2012 CATESOL Annual Conference will be held April 12-15, 2012, at the Oakland Convention Center and the Oakland Marriott City Center. With the theme of "Deeply Rooted, Always Growing" and the logo linking both the diversity of languages and cultures in CATESOL, the Bay Area, and California, the conference team is beginning its preliminary plans for drawing participants from all English language teaching levels and interest groups to Oakland.

In the next few months the CATESOL website will include more information about the program, plenary speakers and featured sessions, pre-conference institutes, Sunday workshops, escorted dinners, and much more. Also watch for updates in the *CATESOL Monthly News* and the *CATESOL News*.

Download and print copies of the conference announcement to share with colleagues and CATESOL friends from the website: www.catesol2011.org/catesol2012.html. Consider submitting a proposal alone or with colleagues to share your unique approach to "what's working" in your classroom.

The Convention Center is within walking distance of four of Oakland's incredible neighborhoods, including the beautiful waterfront at Jack London Square, and a variety of restaurants. You'll find more than 100 things to do and see in Oakland! Visit http://visit.oakland.org/visiting_100_things_to_do.cfm.

So, mark your calendars for the Oakland 2012 Annual Conference! See you there!

CATESOL 2011 LONG BEACH

Volunteer

Continued from page 1

Hoda Samiee not only traveled the farthest to attend CATESOL in Long Beach but that she also played a major role on the conference organizing committee. Working feverishly with email, from the town of Neyshabour near the city of Mashad in the northeastern corner of Iran, Hoda was responsible for all the featured topics at CATESOL 2011. Added to that, she helped Barbara Luther with the print and was a rater for the proposals.

Hoda's involvement with CATESOL dates to 2006, when she volunteered to stuff convention bags at the LA Regional. She quickly became involved with CATESOL's Orange County Chapter, where she served on the board as student member in her position as president of the TESOL Club at California State University, Fullerton (CSUF) and subsequently she held the elected position of secretary of the chapter.

Although she spent her formative years of 3 to 11 in the United States, she did go back to Iran for secondary school and university. She is a graduate in English Literature of Ferdowsi University, noted as the third-best university in Iran. With many intermittent trips back and forth, she came back to the United States to get her MA in TESOL from CSUF and speaks glowingly of the support she received from her professors there. Her involvement with the TESOL Club was just the beginning. From 2007 to 2009 she helped with the chapter conferences and served as the featured topics coordinator at the Pasadena State Conference in 2009. In

2009, work and family brought her back to Iran, where she holds the position of instructor at the same Ferdowsi University. She teaches Teaching Methodology, EFL, and core courses in the English department. But it was hard for her not to be here and she attempted to help out at the 2010 conference in Santa Clara. Unfortunately, the unstable situation in Iran at that time (with intermittent Internet use) precluded involvement. As communication became more stable, she volunteered to be a rater for the LA Regional in Fall 2010. When 2011 rolled around, Conference Chair Karen Dennis welcomed her as the featured topics coordinator. She worked closely with program chairs Pearl Alvarez and Tony Arn, site chairs Stacy Johnson and Tim Chavez, and co-coordinators of the plenaries and Sunday morning speakers, Lía Kamhi-Stein and Carol Bander, and of course, Conference Chair Karen Dennis. I can certainly attest that discussions and emails were flying back and forth.

Why does CATESOL have this draw? Hoda attributes it to the warmth and welcoming attitude of the group and the sense of identity her involvement with CATESOL gives. She describes CATESOLers as humble, down-to-earth people with a desire to help and participate. "No matter what part of the earth we're in, we'll always come back to CATESOL." She says she can't explain it in words, but it is in her heart. What next? Hoda is assuming the position on the CATESOL State Board that President Margaret Teske has just relinquished: that of conference coordinator. She also will continue in her role as coordinator of featured topics for CATESOL 2012. From stuffing bags in 2006 to her pres-

CATESOL 2011 Volunteer Spotlight

By Pat Boquiren and Merari Weber

Volunteer Co-Chairs

We are so grateful for the volunteers who helped out at the conference. People make a conference happen.

Paula Mariscal showed up at 8 Thursday morning and devoted the majority of her time volunteering with us. She moved furniture, stuffed bags and helped with bag distribution, helped us organize and set up signs, helped with hospitality, Ask Me stations, Exhibit Hall, and so on. She was open to assist us in any area that needed support! She was a godsend, along with Amanda Jerome, who assisted us on Thursday morning with signs. We have given Paula and Amanda a certificate of appreciation and a \$20 rebate for their invaluable assistance.

All our other volunteers were phenomenal, and we are grateful for their time and assistance, including, but not limited to, Leonardo Camargo, who has set up our Facebook site and Twitter accounts. Check out www.catesol2011.org and the Facebook link.

ent role(s), Hoda is proof that involvement and commitment start with little steps. You can reach Hoda at catesol_hodasamiee@yahoo.com.

Carol Bander is professor of ESL and German at Saddleback College, a former president of CATESOL, and for the Conference Committee 2011, the plenary and Sunday morning workshops co-coordinator with Lía Kamhi-Stein.

Elementary

Continued from page 5

So now I am at my school Mendez Fundamental Intermediate School. That is how I became one of those scholarly students at school now, from knowing nothing to learning everything. In 5th grade I had Ms. Bautista, another good teacher that helped me learned English. This year was the best year because they told me that they were going to give me an award but this award was for learning all the stuff of English. My principal Ms. Solomon was proud of me because when I came to Martin I didn't speak English and now I know a whole lot of stuff in English. My dad also helped me learn English he bought me books and games. My mom also helps me learn English she took me to the library and took me to tutoring...."

Contributing to the success of CATESOL was the ever-growing presence of elementary level teachers. This year there were approximately 14 elementary level presentations at the Annual Conference, and we hope to top that number at the April 12-15, 2012, conference to be held in Oakland. Be sure to check often on the CATESOL website to learn more about the conference and proposal submission deadlines.

The Elementary and Secondary Levels cosponsored a rap session at the conference at which pertinent information and legislation were shared with regard to K-12 English learners and educators. We urge you to keep informed on issues such as AB 532, which amends the Public Schools Ac-

countability Act, and the "Striving Readers" plan as your input is needed. Long-term English learners have been "stalled in their progress towards English proficiency and are struggling academically," as indicated by Californians Together (2010), and more attention must be given to these marginalized students.

In addition, a joint Elementary/Secondary Level session titled "Critical Literacy: Building Language-Learning Communities and Academic Vocabulary" was presented by Margarita Berta-Avila, Sacramento State University, and Karen Cadeiro-Kaplan, San Diego State University. Further, in the spirit of promoting advocacy and literacy through a civics lesson, one of the sessions that I presented culminated in participants' selecting an issue and writing a letter to a lawmaker and/or political leader. Participants shared their letters and promised to actually mail them to their respective recipients. We urge you to do the same.

In addition to serving as the current Elementary Level Chair, I am honored to be serving on the Commission on Teacher Credentialing English Learner Authorizations Advisory Panel on behalf of CATESOL. We met in March and April and have been working on revisions of the California Teachers of English Learners (CTEL) Knowledge, Skills, and Abilities (KSAs), as well as the new single-subject World Language Credential authorizing ELD instruction. I will keep you updated on the new credential throughout the year. More information about this panel's work can be found at <http://www.ctc.ca.gov/educator-prep/ELA.html>.

Here's to a great year! I look forward to seeing you at all the wonderful CATESOL events throughout this year!

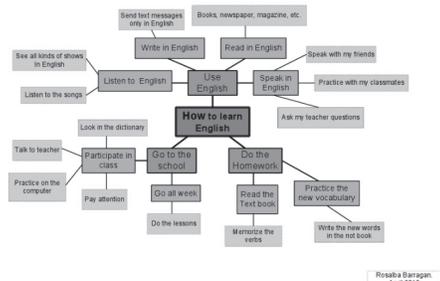
CATESOL 2011: Some Lessons From Sessions

Using Technology for the Art and Passion of Language Teaching

By Branka Marceta
2010-2011 TELL-IG Coordinator

The Technology Enhanced Language Learning Interest Group's featured session at the 42nd CATESOL Annual Conference brought together a panel of ESOL teachers who presented about integrating technology in language learning, in the classroom and beyond.

Barry Bakin of LAUSD Division of Adult and Career Education talked about wikis for presenting information to the class, wikis for student projects, using commercial (albeit) free or nominal-cost websites to enhance existing lessons, and using common software to get students writing and speaking. Barry has been a technology integration pioneer in adult education ESL circles for many years. A collection of effective techniques that many of us have learned from him can be found in the slideshow presentation for this session, available on TELL-IG's website, www.tellig.org.

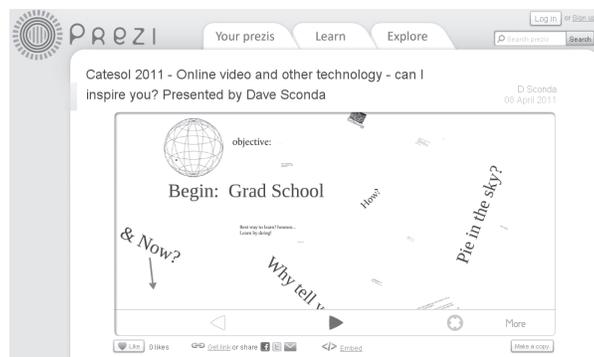


Cindy Wislofsky of San Diego Community College District Continuing Education gave a quick overview of Google Docs and described how she's used this tool during this school year for collaborative and individual student projects. Cindy shared her students' sample documents, presentations, and a survey form. Furthermore, Cindy offered pointers for working with Google Docs successfully: "How to" handouts are available on TELL-IG's website:

- How to Set Up a Class Google Docs Account
- Making a Document Using Google Docs
- How to Make a Google Docs Form
- Making a Group Presentation Using Google Docs

Cindy's use of Google Docs with her students is one of the most effective technology integration projects I have come across more recently. I encourage you to download the files and learn more.

Dave Sconda of englishmeeting.com, and formerly of Glendale Community College, gave a personal narrative titled *Online Video and Other Technology—Can I Inspire you? How Video and Tech Led Me to Fulfillment*. Dave affirmed that producing educational video and using technology for education changed his life.



Using a new, cool presentation tool hosted by Prezi, David told his story. During grad school he taught at Pepperdine and shot video as much as possible—the students were both challenged and excited. He continued to tell the audience how he also used video at other institutions. David said that he wasn't very tech savvy when he started teaching, but he learned step by step, and as a result some consider him a tech guru now. When David started grad school his goal was to create his own English school online. He mentioned a good friend who started his own ESL website and has been making well over six figures for years. Today David has his own online English school and a career in corporate America. David's message to the participants was not to be limited by institutions, but to create one's own paradigm and realize one's own goals. Join a select group of more than a thousand of David's friends on Facebook: [davesconda](http://davesconda.com) or follow him on Twitter: davesconda.

Go, Go Google! Gets an Early Morning Crowd Going

By Barbara Luther
2010-2011 Community College Level Chair

Vicki Holmes of the University of Nevada, Las Vegas, and Bette Brickman of the College of Southern Nevada shared their expertise in exploiting the extensive free resources of Google to enliven and enrich lessons. The well-attended presentation, intended for novice Google users, began with the basics: starting an account, creating a filter, accessing tools, settings, and more. From there, even experienced Google users were introduced to an array of products for stimulating language learning. The handout listed dozens of Google resources, including entertaining and easy-to-follow product explanations on Google Reader, Google Docs, and more. The presenters shared some specific lesson ideas. The novel *Kite Runner* came alive by using Google Earth to "fly" over sites featured in the story. YouTube videos were used as writing prompts to stimulate plagiarism-

free writing. For example, the clip "Mission Impossible" wordlessly showed a raccoon entering a house through a pet door and stealing a rug. This was used to elicit narrative. Two versions of the clip "Charlie Bit Me," one a parody of the original, were used to elicit comparison. Both teachers were impressed with the results their students produced when stimulated visually rather than verbally. TeacherTube, which contains uploadable videos, charts, documents, images, and blogs, is developed specifically for educators and has been prefiltered for academically appropriate content. Mind-mapping tools are also available on Google. In particular, Wonder Wheel allows students to easily explore topics, discover subtopics, and see relationships between aspects of a topic.

This stimulating presentation armed me with enough resources to last for years. The only additional resource I need is the time to explore the seemingly limitless possibilities!

**Do You Have
a Lesson to
Share?**

*Please send your
great ideas to*

[catesolnews](mailto:catesolnews@catol.org)

@

catesol.org

This special section is funded by the CATESOL Education Foundation.

ESL Writing: Future Real Conditional Tic-Tac-Toe

By Erika Rose
IEP Level Chair

This is an exercise in writing complex sentences using the future real conditional. This lesson plan for a 50-minute class is suitable for an upper-intermediate level ESL writing class.

LESSON PLAN

<i>Time</i>	<i>Interaction</i>	<i>Procedure</i>	<i>Materials</i>
5 minutes	Whole class	Warm up <ul style="list-style-type: none">• Activate schemata with this prompt: "What will happen if it rains tomorrow?"• Possible answers: "If it rains tomorrow, I will get wet." "If it rains tomorrow, I won't wear my sandals."	Whiteboard
10 minutes	Whole class	Presentation of future real conditional using modals <ul style="list-style-type: none">• Explanation of form and meaning	Whiteboard
10 minutes	Individual work / whole class	Worksheet: Future Real Conditional <ul style="list-style-type: none">• Check answers as a class	Worksheet
10 minutes	Small group work	Tic-Tac-Toe preparation <ul style="list-style-type: none">• Explain briefly how Tic-Tac-Toe works• Students work in small groups of three or four to create sentences for the Tic-Tac-Toe squares	Tic-Tac-Toe worksheet with instructions
15 minutes	Small group vs. small group	Tic-Tac-Toe game <ul style="list-style-type: none">• Teams play against each other using their previously formed sentences	Large Tic-Tac-Toe grid / coin

ESL Writing: Future Real Conditional Tic-Tac-Toe

HOW TO PLAY

Work in groups of three or four. Form sentences using the future real conditional. Begin each sentence with a conditional clause using *if*. Fill in the blank part of the result clause with a modal from this list:

will, won't, might, might not, should, should not, may not, can.

Example:

Square prompt: ...you _____ gain weight. **Answer:** If you eat too much chocolate, you will gain weight.

Write sentences using the prompts from the numbered squares.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

1 ...you _____ surf the Internet.	2 ...we _____ arrive late.	3 ...she _____ find the answer.
4 ...it _____ not taste good.	5 ...you _____ win a prize.	6 ...I _____ celebrate.
7 ...you _____ have bad luck.	8 ...he _____ ask for help.	9 ...I _____ attend the party.

When you have finished all nine sentences, you are ready to play the game with an opposing team. One team is X, and the other team is O. The teams sit at opposite sides of the table.

- Put the big Tic-Tac-Toe grid in the center of the table.
- Toss a coin to decide which team starts the game.
- The first team chooses which square it wants its answer to go in.
- Someone from the team reads out the sentence.
- If the sentence is correct, the team puts its symbol (X or O) in the lower left corner of the square.
- Both teams take turns selecting squares and giving their answers.
- The opposing team must decide if the answers are correct.
- The first team to get three Xs or three Os in a row wins the game.

Example: Team X has won the coin toss and goes first. The players in team X decide that they want to place their symbol in the center square of the grid. That means they will have to give a correct sentence for the prompt in square 5. Team X reads out the sentence it has for prompt 5. Team O must listen to see if team X's answer is correct. If so, team X can put its mark inside square 5.

The Unspoken Language: Helping Students Overcome ‘Wooden’ Patterns of Speaking

By Deirdre Higgins

A few months ago in class a student approached me; she was distressed about her lack of friends at work. She was a young Korean woman who had gotten a job in Los Angeles in the art department of a small film company. She was almost completely fluent in English and that’s why she was frustrated. Somehow, her ability to speak the language was not enough to create friendships with her peers. Consequently, she felt lonely and isolated.

I asked her for an example of where she thought things fell apart with her language. She said that every Monday when she would come to work someone would ask her, “How was your weekend, what did you do?” She would respond, “I went to shop, I bought a dress.... I went out to a nice restaurant with my friend.... I saw a movie on TV....”

I explained to her that when people ask those questions, they are more interested in connecting than actually hearing a list of activities. She then said, “How does one connect? What part of the language am I not using?”

This got me thinking. Language is more than vocabulary and grammatical structure. It’s more than simply knowing all the verb tenses or idiomatic expressions. It’s more than communicating facts. Language that really engages people includes facial expressions, physical gestures, pauses, hesitations, intonation, cadence, inflection, and high and low tonal sounds. Language can sound robotic—like my young student who was listing her activities as if reciting a laundry list—or it can be expressive and alive with color, meaning, excitement, and emotion.

So I came up with an activity that helps ESL students eliminate the wooden pattern of speaking. It can be used for all levels of ESL. It is a variation on a Sanford Meisner theater exercise. Mr. Meisner was an acting teacher who encouraged students to be in the moment and to react truthfully without overanalyzing. I modified the exercise to fit ESL students but the basic principles are the same: *Watch, Listen, and Respond*. Easy, right? But most ESL students are so caught up in trying to figure out a response to what’s being said that they are not actually in the moment, nor are they engaged fully with the other person. Their conversations tend to be stilted and unnatural.

The objective of this exercise is for students to express meaning without relying on words. It’s a ping-pong exercise in which they must listen and react rapidly to cues from one another. Not only does it get the student to recognize the importance of communicating expressively through vocal sounds and gestures, but also it allows the student to be more spontaneous and truthful.

Two students stand opposite one another. Student A comes up with a sentence, using “I” as the first word. The sentence should be a simple fact.

“I have a dog.”

Student B parries with the same sentence, but using “You.”

“You have a dog.”

They ping-pong this back and forth for a few warm-up rounds before Student A injects an emotion or feeling into the sentence. It can be anything from joy to confusion to anger to sadness to frustration. Student B responds in kind. Essentially, they are relying on everything but words to carry on a “conversation.”

Student A: I have a dog.

Student B: You...you have a dog!

Student A: I have a dog?

Student B: You have a dog?!

Student A: I have ... a ... dog!!!

Student B: You! Have a... dog?!

The students are encouraged to use facial expressions (eyes down, eyes rolling, eyes up, smiling, frowning, etc.) and physical gestures (hands rising in exasperation, shaking hands, pointing, etc.) as well as altering their tone and pitch and using pauses, hesitations, and cadence to convey the intended feeling.

Sometimes the expressions or gestures are exaggerated but that’s okay because the exercise is meant to free the students from being too frozen. After they are familiar with the activity, I bring in scenes from real-life situations so they can practice their nonverbal modes of communicating with actual dialogue.

Situation 1

Sister: John, remember that tomorrow is Mom’s surprise birthday party.

Brother: Uh-oh.

Sister: What’s the matter? You didn’t forget, did you?

Brother: I ... I made other plans.

Sister: How could you? I told you about this, weeks ago! It’s important for you to be there. She’ll be so upset.

Brother: I know. Oh, wow ...

Sister: Can’t you cancel your plans? Please.

Brother: Well ... maybe. I’ll try. I’ll let you know later.

Sister: Thanks. She’ll really appreciate it. And I will, too.

Situation 2

Friend A: How was your weekend?

Friend B: It was good. I didn’t do too much but that was okay since I needed to catch up on my work. And you?

Friend A: You’re not going to believe what happened to me.

Friend B: What?

Friend A: I got engaged!

Friend B: Oh my gosh, that’s fabulous!

Friend A: I know, I ... I can’t believe it.

Friend B: Congratulations!

By this time they are much more comfortable, spontaneous, and their language is natural and fluid.

My Korean student, who found this exercise a bit challenging at first, came to love it. And—she has made many new friends.

Deirdre Higgins teaches in the Los Angeles Unified School District’s Pasadena Language Center and is the owner of Write It!

The Report: Pursuing Revenue-Boosting Ideas

By Dan Fichtner

Education Foundation President

The CATESOL Education Foundation held a board meeting during the CATESOL Annual Conference. Many important financial issues were discussed at the meeting. One action item was the creation of a position that would coordinate donations for the Education Foundation. John Liang gracefully agreed to take on the responsibilities of this vital position. We thank him for taking on this additional task.

The CATESOL Board accepted the slate of candidates for positions on the CATESOL Education Foundation. The board now consists of:

- President—Dan Fichtner
- Vice President—Karen Dennis
- Treasurer—Don Sillings
- Secretary—G. Vittoria Abbate-Maghsoudi
- Director—Ellen Lange (Tippy Schwabe Project)
- Director-at-Large—Barbara Ishida
- Liaison—Margaret Teske (CATESOL President)

Unfortunately the economy and the union hurt CATESOL 2011's income from the Annual Conference this year. The conference committee worked feverishly to put on a stellar conference for the least cost. Everyone on the board is aware of the financial difficulties facing our CATESOL organization, and we are looking into ways to raise revenue to help CATESOL carry out its educational goals and grow the organization.

We are looking into ways to replicate the

highly successful Tippy Schwabe project at UC Davis. Ellen Lange has agreed to create a "How To" manual for other institutions interested in "shepherding" TESOL



Dan Fichtner

graduate students into the extraordinary area of Professional Development in the TESOL field. The students involved in the UC Davis project have attended CATESOL annual, chapter, and regional conferences and have also gotten involved in presenting at these venues. We hope to broaden this good work being done by Ellen Lange. Janet Lane has offered to help Ellen carry out her duties with the project, so things will move more swimmingly at UC Davis for sure.

The Gail Weinstein Memorial CIRCLE Grant is also moving along; the first Gordon Johnson Memorial Award for innovative materials designed by ESL instructors was presented at the conference. We have also been contributing to CATESOL in many other ways, allowing our mother organization to carry on her educational activities, which include[d]:

- Sponsoring outstanding speakers at chapter, regional, and state conferences;
- Supporting Pre-Conference Institutes at the CATESOL Annual Conference;
- Funding workshops and training on cultural diversity, instructional strategies for teaching English learners, and other pro-

fessional development needs;

- Supporting special training on SDAIE/SIOP methodologies and second language acquisition theory and strategies;
- Funding the ESL lesson plan pull-out section of the *CATESOL News*; and
- Providing financial support for the publication of *The CATESOL Journal*, an annual publication that showcases research in the field of language teaching.

Individuals who wish to help carry out the mission of CATESOL can do so by donating to the Education Foundation. If you have any ideas about corporate sponsors, please contact me or Don Sillings, the Foundation treasurer, on the catesol.org website. The good work of CATESOL cannot continue at its present pace without financial help from its members and the foundation. Please consider making a donation today—no matter how small. All donations are tax deductible and will help the CATESOL Education Foundation carry out its important mission. Go to <http://catesol.org/foundation/donations.html> to make a donation. Another way of donating includes the Cars 4 Causes donation of cars, boats, or RVs. A check can also be mailed directly to Don Sillings, CATESOL Education Foundation, P.O. Box 9200-338, 18627 Brookhurst St. #338, Fountain Valley, CA 92708-9200. Let's pull together and help out our organization. We are a part of something bigger than each of us singly. We all must do our part.

Yours in education,
Dan Fichtner

CATESOL

Education Foundation

accepts donations of cars, trucks, boats, motorcycles, and recreational vehicles through



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www.cars4causes.net

Preaching to the Choir: Why Students Should Take Reading

By Bette Brickman

CATESOL Nevada Representative

“Do I really have to take this class?” I have been asked that question countless times. My answer has invariably been, “You really should,” followed by a listing of the benefits.

The students are asking about the reading courses offered by the ESL department. Many students can bypass the reading courses by taking only grammar and writing courses. They don't realize that the skills they learn in the reading courses will affect their vocabulary development and analytical and critical thinking throughout their lives. In my advanced composition courses, it is not difficult for me to tell the students who have completed the reading sequence from those who have not. Their lexical choices are usually more sophisticated, and their arguments are more cohesive and logical. I have also noticed that many of the reading-course grads have been able to avoid many of

the sometimes embarrassing mistakes made by the students who have learned English primarily by listening and repeating what they hear. One example is the student who wrote on his test, “Teacher, here is my answer sh_t” instead of “answer sheet.” Seeing the printed word evokes that “Ah ha! So that is how the word is spelled!” Students who have studied reading can also distinguish between “read” and “read,” “wind” and “wind,” “patients” and “patience,” and so on.

When I started teaching ESL 30 years ago, one of the first things my mentor told me was that reading would be the most important course the students could take. Through reading, students would build a firm foundation for their acquisition of grammar and writing skills. To come full circle, every time students ask me how to improve their English language proficiency, the best advice that I can give them is to read and to gain the skills to best comprehend and analyze what they read. The truth is they should take the reading courses.

REGIONAL CONFERENCES

'Bridges to Success: Pathways and Transitions': 2011 LA Regional Comes to Cypress College

By Jennifer Perez

Publicity Chair,

LA Regional CATESOL Conference 2011

This year's Los Angeles Regional CATESOL conference, with a conference theme of "Bridges to Success," addresses the trend in California to promote student goals that lead to pathways and transition into earning degrees, transfer to a university, or gaining employment. The conference will be held this year on Saturday, October 22, 2011, at Cypress College. With free parking, publishers' exhibits, plenty of concurrent sessions to choose from, and a great networking opportunity, the conference promises to be a full day of professional development at a location accessible to San Diego, Orange, Riverside, and Los Angeles counties.

This year's plenary speaker for the conference is Sarah Lynn. Sarah Lynn has taught ESL and EFL for more than 20 years in the United States and abroad. She holds a master's degree in TESOL from Teacher's College, Columbia University. She is a teacher trainer, a FUTURE Series author, and coauthor of *Business Across Cultures*. She also teaches part time at

the Bridge Program at the Center for Workplace Development at Harvard University. Sarah's appearance is sponsored by Pearson Longman. You won't want to miss this session!

Conference attendees will have the opportunity to get caught up on the latest trends in teaching methodology and research, sample the newest materials from publishers, and take advantage of workshops. The conference is a great opportunity to network with other professional educators and share best practices with those who teach similar levels of ESL, or perhaps to learn about new ideas that could be developed and shared at your college! The opportunities are endless at this year's conference.

Becoming a presenter is the *best* way of sharing best practices! To submit presentation proposals addressing the conference theme, log onto www.catesol.org/laregional. The proposal deadline is Friday, September 2, 2011.

Conference fees for 2011 appear below.

Be sure to check the Los Angeles Regional Conference website at www.catesol.org/laregional for updated information. We look forward to seeing you in Cypress on October 22, 2011!

Conference fees	Preregistration By midnight, October 9, 2011	On-site registration Check/cash only
Members	\$45	\$55
Nonmembers	\$55	\$65
Students/Aides*	\$35	\$40
Lead presenter	\$30	

*Students must provide proof of enrollment

*Aides must provide a letter from their supervisors

Activist Marian Thacher to Join Inspiring Team at San Diego

By Jim Brice

Somehow I don't think that we would have the logjam, malaise, and capitulation in Sacramento if Donna Price and Gretchen Bitterlin, the superb co-chairs of San Diego's Fall Regional CATESOL Conference "Create the Future Now: Change, Innovation, and Transition," were running things. Coming down from Sacramento to rally the troops on Saturday, October 15, at the San Diego County Office of Education will be the keynote speaker, former steel mill worker, factory worker, political organizer, ESL teacher, and the current director of OTAN, Marian Thacher. Marian knows innovation as the leader of the Outreach and Technical Assistance Network, the state office that provides support for instructional technology for literacy, ESL,

and adult education teachers in California, and she also has activist street cred, having marched with Dr. Martin Luther King Jr. in the 1960s!

In addition to the inspiration that we hope to gain from the superstars mentioned above, there will be plenty of new practices, pedagogy, and material to be gleaned from the workshops, level raps, special sessions, and publisher exhibitions that we can take back to use in our classrooms the following Monday and maybe throughout our careers. For more details, look for a longer article in this fall's *CATESOL News* and at www.catesol.org and at the regional conference website, <http://tinyurl.com/4xbh4p>.

Jim Brice is a professor in the San Diego Community College District Continuing Education ESL Department.

TRANSITIONS

In Memoriam— Sally Gardner (1941-2010)

By Priscilla Taylor

Sally Gardner, longtime director of the American Culture and Language Program (ACLP) at California State University, Los Angeles, died on September 26, 2010, after a brief illness. Sally was one of the founders of the CSU Consortium of ESL Directors in California and was active in CATESOL (regional conference chair, State Nominating Committee), TESOL, and NAFSA.

Sally was with ACLP at its inception in 1978 and became its director in the mid-1980s. During her tenure at CSLA, ACLP, which began as a dozen or more students, grew to more than 450 students before the Watts riots and Northridge earthquake caused that number to drop. Working with the administration and foundation at CSLA, Sally was able to offer sick days, health benefits, and a 403B matching plan to the part-time faculty. She worked with the Academic Senate to obtain conditional admission for students from overseas who were seeking to enter CSLA. In addition, she recruited tirelessly and maintained contacts and friendship with international students and their families through the years, and her warm, welcoming smile became synonymous with ACLP during the nearly three decades she was associated with the program. Past and present students were reunited during the ACLP reunions she spearheaded at the Pasadena Holiday Inn and on the *Queen Mary* in Long Beach.

After her retirement from CSLA in 2005, Sally continued to recruit international students and administer short-term programs for visiting scholars from China. In addition, she was active in the Democratic Club of Culver City, where she served two terms as recording secretary. Throughout the year, she could be found on Friday evenings with a small group on a central street corner of Culver City participating in a local peace vigil.

Sally is remembered for her service to the profession, her friendliness, her wisdom, and her compassion. She leaves a loving daughter, son-in-law, and two granddaughters, and she is missed greatly by her family, colleagues, and friends.

Priscilla Taylor teaches at the USC Language Academy.



Progress Report:

2 California Community College Placement-Test Projects Moving Forward

By **Barbara Luther** (2010-2011 Community College Level Chair), **Kitty Moriwaki**, and **Mark Lieu**

Despite the current budgetary crisis, two community college level placement-test projects—the CCC ESL Placement Test Development Project and the CCCAssess Project (the latter first reported on in the *CATESOL News* Summer 2010 issue)—are moving forward.

CCC ESL Placement Test Development Project

The CCC ESL Placement Test Development Project, cosponsored by the California Community College Assessment Association and the California Community College Chancellor's Office, is in its third year of development. Led by Project Director Kitty Moriwaki of City College of San Francisco, this project responds to the years of expressed frustrations from CCC assessment specialists and ESL programs regarding the lack of ESL placement instruments that adequately measure the range of skill levels and skill areas to appropriately place students into the range of courses typical of CCC ESL programs. All those involved in the development of test specifications and test content, including the project director, are CCC ESL faculty representing colleges across the CCC system.

In Phase I (2008-2009), ESL Reading and Language Structure and Usage test specifications were developed at three broad levels, Novice, Intermediate, and Advanced. In Phase II (2009-2010), passages and items in these areas were developed for the three levels, and field testing of reading items were conducted at colleges. Phase III (2010-2011) involves development of ESL Listening Comprehension test specifications, listening prompts, and items at the Novice to Low-Intermediate and Intermediate-Advanced levels. In addition, field testing of Language Structure items at colleges is being conducted and development of Reading and Language Structure and Usage subtests (based on analysis of field test data) for piloting at colleges is being carried out.

The ESL Placement Tests will be available—not mandatory—for any ESL program in the CCC system to use in its ESL course-placement process. The paper-pencil version will be available at minimal cost.

CCCAssess Project

The CCCAssess Project, under the aegis of the California Community College Chancellor's Office and funded by planning grants from the Bill and Melinda Gates Foundation and the William and Flora Hewlett

Foundation, is broader in scope in that it addresses placement tests for English, reading, and math, as well as ESL. This project also involves the establishment of a secure data warehouse accessible to all participating community colleges so that a student's results obtained at one college could be used by another school without the need to administer another assessment. The data warehouse would include not only community college placement-test scores, but also CAHSEE, SAT, and other scores relevant to accurate placement. Mark Lieu of Ohlone College, former president of the CCC Academic Senate, is faculty review project lead.

Nine vendors responded to the request for information (RFI) sent out after faculty representing all four discipline areas from throughout California met last spring to develop a list of "must haves" for selection criteria to be used to evaluate assessment tests. The ESL faculty group, which comprised both credit and noncredit faculty and program chairs and coordinators, thought that a writing sample is essential to accurate placement.

In January, a representative faculty group met with the nine interested vendors to discuss what is now possible in assessment and what is being planned in order to better shape the eventual request for proposals (RFP). In particular, all of the current automated essay-scoring systems rely on a large number of teacher-assessed writing samples. The factors that influenced the human scores are then used as the basis for computer scoring. Another issue that emerged from the meetings is how to address the particular needs of U.S.-born language minority students (a.k.a. Generation 1.5), an issue that requires further discussion.

While the grants from the Gates and Hewlett foundations cover costs in the planning and development stages, long-term implementation must be funded by the state. The legislation sponsored by State Assembly Member Marty Block, Assembly Bill 2682, was vetoed by former Governor Arnold Schwarzenegger. However, the reason was not budgetary. Rather, the governor mistakenly thought CCCAssess overlapped with the Early Assessment Program (EAP). The Chancellor's Office staff is working on another bill for the current year, making the difference in the two programs clear to Governor Jerry Brown's staff. Although funding may not be available this year, it is hoped that the state's financial situation will improve and funding will eventually be approved.

Similar to the CCC ESL Placement Test Development Project, a college's use of the CCCAssess Project assessment tests is not mandatory. However, the financial incentive is that using the state-developed tests will free up money now spent on testing at individual colleges for other essential student services.

Adult Level: Professional Learning Communities

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course. PLC participants may then receive valuable feedback about their students' progress that they can analyze as a group and make informed decisions about better serving their students. Additionally, the assessments are formative in that they are assessment *for* learning and not *of* learning. They are given before and during the teaching process with the intention to be used as a guide to improve teaching and learning.

PLCs have proven to have many benefits for our ESL program, including:

- Clarification of priority course content;

- Clearer articulation of six ESL levels;
- Continuous program improvement;
- Encouragement of collegial sharing of resources;
- Standardization of measures of student success;
- Creation of a sense of community among PLC members; and
- Joy of exploration and learning.

In sum, PLCs have allowed us to move from a focus on teaching to a focus on learning and ongoing improvement. But don't just take my word for it—here are some recent thoughts shared by current PLC participants:

"I have been able to offer more assessments

and get immediate feedback from the students and witness results that allow me to tailor the class to their needs."

"I have been able to collaborate and interface with colleagues that I would not get to know professionally. The exchange of ideas and information is so valuable for ESL educators since we work alone."

"PLC participation builds my confidence in the material that has been identified as level appropriate (and essential)—sometimes outside of what has been identified in the text. PLC participation provides assurance that I am 'on the right track.'"

Jack Bailey is ESL director of Santa Barbara Continuing Education.

IN THE CHAPTERS

OC Chapter Explores Using Video in CATESOL's First Webinar

By Cecilia Salzer

For CATESOL's first webinar, hosted by the Orange County Chapter, Chris Stillwell from Sojo University of Kumamoto, Japan, presented "Using Authentic Video for Language Learning." The 90-minute presentation, held Sunday, February 20, demonstrated how videos could be used for authentic listening purposes. The interactive nature of the webinar allowed everyone to participate in discussions, surveys, and activities. The webinar began with an orientation to familiarize the 12 participants with the various applications of the GotoWebinar software. As a "pre-presentation" activity, participants were asked to respond to a survey through SurveyMonkey to stimulate discussion. Participants then viewed a video clip from *Rain Man* through YouTube, followed by tips on how to integrate video for language teaching.

What is the purpose of using movies within the classroom? We want students to be interested, and Hollywood definitely does interest them. It empowers students to engage in culture. Most important, it exposes them to a variety of voices, giving them a safe, real-life language experience. When authentic materials are used,

they teach learner readiness, apply and build vocabulary, and prepare students for real-world listening tasks. These powerful materials are an invitation for students to become cultural participants. Authentic materials offer opportunities to practice listening, focusing on speed as well as accent. Background and tone also give clues in aiding in comprehension. Videos can also be used to help with predictions, inferencing, and getting the gist of what is happening in scenes that mimic real-life situations. Students can be guided when you are helping them negotiate language practice.

Here are some tips that can be helpful when showing video clips:

1. Initially, show the video clip without sound. Ask questions that relate to what they see.
2. Play it through once with sound. Ask what they heard, but don't have them fixate too much on specific things.
3. On subsequent viewings, discuss the movies in parts, focusing on specific language features.
4. Get students to discuss what they heard.
5. Model the context before viewing.

Modeling the context can be done in various ways. The back of the DVD/video case can be read to the class before viewing. If the movie has a book, show and discuss the book. Students can be assigned to read a review from a newspaper and share in pairs. They could also report in jigsaw fashion. Use movie transcripts, scripts, and screenplays. For background information, send students to the movie website and have them view the trailer. Students can also read up on the movie on imdb.com (Internet Movie Database).

The scene that participants viewed shows a frustrated Tom Cruise talking on the phone while two other characters are talking simultaneously on their phones. The viewer can observe Cruise's frustration just by the tone of his voice and body language. Instructors can help students further understand this scene by preparing them with background information, breaking down the clip into parts, and showing them how to apply their learning to other real-life situations. It makes authentic materials well worth using within the classroom.

Cecilia Salzer is 2010-2011 Orange County Chapter Coordinator.

Yosemite Workshop Focuses on Student Success, Engagement

By Patty Hubble

Secondary Level Chair

Eighty-five hearty souls braved a recent rainy Saturday to learn how to boost student success and engagement in tough circumstances. The workshop, "Increasing Student Success and Engagement in These Increasingly Hard Times: A Presentation for Educators of English Learners," was hosted March 26 in Modesto by the Yosemite chapter of CATESOL and cosponsored by the Stanislaus County of Education (SCOE). Workshop participants hailed from a variety of grade levels, with 60 elementary, 12 secondary, and 13 college/university/adult educators in attendance.

Lead presenter Lisa Tiwater, from SCOE, opened the workshop with a lively and well-received presentation, challenging teachers to think about their expectations for their students, discussing factors that influence expectations, and presenting strategies for differentiated instruction and multiple intelligences, based on *You've Got to Reach Them to Teach Them* (Solution Tree Press, 2011).

Afternoon breakout sessions included a workshop on power teaching presented by Christine Sisco, also from SCOE. Power teaching, also known as whole brain teaching, was launched in 1999 by three California educators. The core belief is that teachers at all levels (from kindergarten



Presenters Lisa Tiwater and Irma Bravo-Lawrence take a break with student volunteers.

to college) face the same challenges in the classroom: lack of discipline on the part of students, inadequate background knowledge, and underdeveloped problem-solving skills. This method engages learners through body and hand movement, rehearsing what has been taught in pairs. Because this is done in a fun and fast-paced manner, students are engaged in their learning, which occurs when they teach each other what they have been taught.

Participants also learned classroom-management techniques for all grade levels and received a packet and a CD of video-clip samples and techniques ready for them to incorporate immediately into their classrooms. Comments were overwhelmingly positive. "I have been rejuvenated and refocused" and "The entire day was filled with valuable information that can help all of my students, not only my ELs."

Steinbeck Chapter Wants You!

Do you live in or near Monterey Bay, Santa Cruz, or Salinas? The Steinbeck chapter, which serves Monterey, Santa Cruz, and San Benito counties, is looking for members who want to get a little more involved in CATESOL at the chapter level. Come help us plan a social event or professional development workshop for teachers in your area. Email Belinda at catesolbb@hotmail.com for info or to get involved.

Continued from page 1



NEW IDEAS, NEW FRIENDS, AND NEW BOOKS: The recently formed Inland Empire Chapter, in conjunction with CSUSB TESOL Club, hosted a professional workshop in March, featuring Rob Jenkins's "Effective Strategies With a Purpose" and poster sessions by California State University, San Bernardino graduate students. Participants met new colleagues, learned practical teaching techniques, and selected books from publishers' representatives Cambria Dorado, Mark Johnson, JoAnn Ludovici, Bill Ger, and Vince Kates, who helped make the day a success. Inland Empire participants included (left to right, back row) Antoaneta Bonev, Sang-Hyo Park, So-Hee Kim, Min-Jung Kim, Ha-Jeong Park, and Nan-Hee Jung; (front row) Sun-Mi Kim, Me-Young Noh, Rob Jenkins, and Yool-Bin Kim.

Joint Rap Session

Continued from page 3

pectations, and rigorous instruction for all students" (Alice Kawazoe, *Stories From Schools*). The book *Stories From Schools*, published in 2009 by CAPP, is a collection of case studies written primarily by educators. The book's intent is, in part, to showcase teachers' classroom experiences with the hope that they might serve as a catalyst for conversation and discussion of important issues teachers face in classrooms.

Katrine, a secondary teacher from Imperial Beach, read selections from the book, which led to a frank discussion of the reality of some participants' classrooms. Topics and questions raised by the group included: How do we validate students who do not have advocates? How can we get out of this test-taking nightmare? How do we support one another? A lively discussion led to a consensus that open conversation by educators is important. *Stories From Schools* aims to do just that by providing evidence that encourages discussion.

Below is a commentary about the book by Katrine Cjakowski.

"CAPP's *Stories From Schools* book attempts to capture both the reality and spirit

of forward-looking, hopeful school reform. "Reform" has come to mean a lot of different things, but what *Stories From Schools* achieves is acknowledgment and celebration of teachers and other school leaders who see the potential in students and work hard to bring it to fruition. Dorothy Russo's first chapter, "I Liked It Because I Did It," describes how a teacher and her ELD 2 students engage and acquire a variety of literacies through a "Childhood Memory" project. Russo describes her ambivalence choosing a unit of instruction that involves "three days of painting" and locates her narrative within the context of high-stakes testing and related pressures to raise test scores at all costs.

"The case studies in *Stories From Schools* tell a story of hope and achievement in the face of significant obstacles. The voices are compassionate, capable, and determined to move students toward achievement of their life dreams. We are not inept or defeated and *Stories From Schools* helps validate the difficult, paradoxical, yet remarkable work that is under way in many different places throughout our system."

This book is available for purchase; it can also be read online at www.ucpress.edu/book.php?isbn=9780615277318.

- struction and participation in department meetings and projects by part-time faculty;
- Promote the role of part-time educators in CATESOL and affiliate leadership positions; and
- Encourage research and publications on the role of part-time educators in ESL and EFL contexts.

A Listserv for the new interest group has already been established. An invitation has been sent to all the level Listservs to welcome part-time educators and those wishing to know more about relevant issues to join. If you would like to join the Listserv, send an email to: pteig-subscribe-youremailaddress@catesol.org. (Note: Your mail address should include an = rather than an @. Example: eslteacher=aol.com, not eslteacher@aol.com. Thus: pteig-subscribe-eslteacher=aol.com@catesol.org.) The leadership of the new interest group looks forward to hearing from you.

A survey to compile demographic information and identify those issues most important to the Listserv membership is being developed. Based on the responses, an agenda will be set. Although the state of the California and Nevada budgets may delay the implementation of some objectives, other improvements can be accomplished with existing resources.

The new interest group will be *active*. Watch for regular articles addressing part-time educator issues in the *CATESOL News* and make a point to attend meetings of the new interest group at CATESOL regional conferences this fall. In addition, proposals for presentations relating to part-time educator issues at upcoming conferences are welcome. Encourage your part-time colleagues to become members of CATESOL and to join the new Listserv.

José López-Mercedes teaches part time at Santa Ana College School of Continuing Education and MiraCosta College. Barbara Luther teaches part time at Fullerton, Irvine Valley, and Saddleback Colleges and Santa Ana College School of Continuing Education.

Attention California Part-Time Community College Instructors

Don't forget to file for unemployment after your last day of class or final exam!! Part-time or temporary community college instructors, both credit and noncredit, are entitled to receive unemployment benefits when classes are not in session, even if they have been given assignments for future sessions. Future employment is dependent on classes making enrollment and, even if they do, full-time instructors may be given your class if theirs are cancelled.

The EDD website, www.edd.ca.gov, contains detailed information on how to apply. Have all your employment information handy. It takes 30-45 minutes to apply online.

General Manager

Continued from page 2

One of the GM's duties is recruitment and retention of members. Membership duties include notifying members of impending membership expirations, processing new and renewing memberships (providing receipts, membership cards, and new-member packets), and designing and maintaining membership materials. The GM processes and maintains mailing lists for chapters and conferences, and for printers/mailers of publications such as *The CATESOL Journal*, *CATESOL News*, and conference-related mailings. The GM also maintains several electronic lists used by levels, interest groups, and chapters (and serves as moderator on some), as well as the list used by the socio-political coordinators and the BoD and former BoD members. As of the recent Annual Conference, the GM had processed about 1,300 membership applications and renewals for this fiscal year alone. The new PayPal account established by the GM has enabled online membership renewal, conference registration, and purchase of materials, greatly reducing mailing costs and response time.

Efforts are ongoing to increase the ease, speed, and scope of information sharing. The GM offers chapters and conferences free eblasts to all members who give permission for contact by email. The new two-page, electronic *CATESOL Monthly News*, produced by the GM, minimizes the number of blasts without reducing the amount of information shared.

The GM acts as CATESOL's primary contact person with the public. He handles all public phone calls, email, and mail and either handles the inquiries or forwards them to the appropriate people within the organization. This requires that the GM be knowledgeable about ESL/ELL issues, policies, and procedures, or be aware of who in the organization or state or federal agency might have an answer to an inquiry. The GM assists conferences, chapters, and the BoD in the areas of budgeting and accounting, and he assists the BoD in following CATESOL policies and procedures.

As the contact person for CATESOL, the GM has the responsibility to ensure that the organization meets legal requirements of state, local, and federal governments. This includes filing of status reports and tax reports, as well as working with contracted accountants to prepare reports and working closely with the CATESOL treasurer.

Finally, the GM is responsible for managing the BoD meetings: finding meeting places, notifying BoD members of times and places, making copies, and negotiating costs of the meeting places and meals for these all-day events. The GM provides information to the BoD and its Executive Committee and carries out their mandates after the meetings. Recently, the GM has been instrumental in significantly reducing BoD meeting costs by setting up and moderating hybrid online/in-person meetings.

Since the inception of the position two years ago, the GM has carried out these duties and also has created (and maintains) an online membership service and an online marketplace, The CATESOL Marketplace (<http://catesol.org/merchant>), where *The CATESOL Journal* may be purchased (in part or in whole) and where chapters offer online registration for their workshops and conferences (online registration for the annual and regional conferences is handled under a separate, outside contract). The GM has also offered to chapters and conferences the use of SurveyMonkey to hold their elections and to survey conference/workshop attendees in an effort to improve those events; this service includes formatting and layout of the survey and its distribution. The GM recently assisted the Orange County Chapter to hold CATESOL's first *online workshop*. The GM continues to work with the BoD's technology advisor to increase these online offerings.

As GM, I am intensely focused on the growth and success of CATESOL. Although I continue to teach, I work a minimum of 40 hours per week in the CATESOL central office, often in the evening and on weekends. It is a pleasure to work with members and volunteers, and I look forward to many more years of service. I welcome comments and suggestions about the GM role and how the position can best serve CATESOL: catesol@catesol.org, (559) 366-4936, or via Skype at ESLteacherman.

Don Sillings

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A Professional Association for Those Concerned With Teaching of English as a Second Language or Dialect and Bilingual Education

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You may complete this form online and pay via credit card or PayPal at www.catesol.org/members_new.html

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- Teacher Trainer (full time)
- Teacher Trainer (part time)
- Other

4. Please select up to TWO interest groups.

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- Nonnative Language Educators' Issues (NNLEI)
- Part-Time Employees (PTEIG)
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- Teaching English in the Workplace (TEW)

5. To which electronic bulletin/board/discussion groups would you like to subscribe? (You may choose more than one.)

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- Community College
- Elementary
- Intensive English Program
- Intercultural Communication (ICIG)
- Nonnative Language Educators' Issues (NNLEI)
- Part-Time Employees (PTEIG)
- Secondary
- Socio-Political
- Student
- Teaching English in the Workplace (TEW)
- Technology Enhanced Language Learning (TELL)
- Your local CATESOL Chapter (if available)

6. CATESOL may:

- provide your name and address to other educational programs
- send you an occasional e-mail regarding CATESOL products or services, such as conference announcements, award opportunities
- send you renewal notices and receipts via e-mail

*Proof of student or aide status is required.

() Please send me *The CATESOL Journal* electronically if available.

Please check your membership
expiration date above your name.

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Upcoming Events

2011

October 1

Orange County Chapter Workshop

October 8

Los Padres Chapter Workshop

October 15

San Diego Regional Conference

October 22

Los Angeles Regional Conference

2012

March 29-31

46th Annual TESOL Convention,
Philadelphia

April 12-15

43rd Annual CATESOL Conference:
Deeply Rooted, Always Growing,
Oakland

ADULT LEVEL

Improving Student Learning Through Professional Learning Communities

By Jack Bailey
Adult Level Chair

"The most successful organization of the future will be a learning organization where people continually expand their capacity to create the results they truly desire."

—Peter Senge
Director of the Center for Organizational
Learning at MIT

It is in the spirit of this quote that more than 20 Santa Barbara Continuing Ed ESL instructors have been meeting regularly for nearly a year in small groups of professional learning communities (PLCs) to discuss their students' learning. At the heart of their discussions is an analysis of what students are learning (not what's being taught) and how do they know it? The group work is driven by four primary questions:

1. What do all students need to know and be able to do?
2. How do we teach so that all students will learn?
3. How will we know if they have learned it?
4. What will we do if they don't know or if they come to us already knowing?

Each PLC is an educational team committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Essential Learning

The first order of business for the PLCs has been the identification of "essential learning." This is the course content and skills that PLC members agree is so vital to courses and that all instructors agree to both teach *and* assess. As you might imagine, with many instructors teaching the same ESL levels, consensus in essential learning is not always easy!

Common Formative Assessments

After essential learning, another priority for PLCs is the creation of "common formative assessments." In a nutshell, these are assessments of the essential learning, created collaboratively for learning by a team of teachers responsible for the same level or course, and administered at the same time to all students in that level or

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