



CATESOL NEWS

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SPRING 2011

Welcome to CATESOL 2011 Long Beach

The Art and Passion of Language Teaching

By Karen Dennis

Annual Conference Chair (karendennis@mac.com)

More conference coverage on pages 6-7

The CATESOL 2011 Annual Conference is almost here. Remind your friends and colleagues to register now by going to catesol2011.org. We offer workshops, panels, and presentations for elementary to intensive English program instructors, all in one conference. This exciting conference has more than 300 sessions organized and planned by the program co-chairs, Tony Arn and Pearl Alvarez. A plus is that the Long Beach Convention Center is only steps away from the Hyatt, so everything is close by. Also, the publishers will be in the large Exhibit Hall B, where you can view the latest ESL materials and resources. Stop by each afternoon for coffee during the dedicated publishers' hour.

CATESOL 2011 offers intensive Pre-Conference Institutes (PCIs) on Thursday afternoon, which are three-hour workshops focusing on in-depth learning and require an additional \$70 registration fee. Topics include essentials of teaching pronunciation, communicative activities, developing interactive student-centered lessons,



working with the Generation 1.5 immigrant ESL student, comprehensible approaches to GLAD, SDAIE, and TPRS, teaching grammar effectively, reading and writing development, and fast, fabulous, and successful strategies for teaching English through music. For detailed descriptions and a list of the presenters, go to the convention website, catesol2011.org.

On-site registration opens at 4 p.m. on Thursday, and on Thursday evening, Dowell Myers, professor in the USC School of Policy, Planning, and Development and director of the Population Dynamics Research Group, will address the topic "Old Myths and New Realities of Immigrant Integration." An opening reception follows the plenary speech so you can network with your colleagues and friends. On Friday at the President's Luncheon, Jim Cummins speaks on "Identity Matters: Challenging Evidence-Free Policy Making in English



Cummins



Folse

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In Memory of Gail Ellen Weinstein 1955-2010

Gail Weinstein, who died in December 2010, was a long-time presenter at CATESOL conferences and workshops. In honor of the powerful inspiration she was to many CATESOL members, here is a brief memorial of her life. A full-length version of this memorial, which was abridged by Lynne Nicodemus for the CATESOL News, can be found at <http://traubman.igc.org/gailslife.pdf>.

By Catherine Scott, Maricel G. Santos, and Jerry Eisman

Gail Weinstein—educator, linguist, mentor, world traveler, peacemaker, mother—died peacefully at home after surviving ovarian cancer for five productive and happy years. She was born on Long Island, New York, where she spent her childhood. While attending Kirkland College, where she earned her BA in Cultural Anthropology, Gail traveled to Guatemala



in 1976 with a group of students from the School for International Living; she arrived just days before a devastating earthquake that demolished the town where the students

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PRESIDENT'S MESSAGE

The Art and Passion of Language Teaching. As CATESOL members look forward to the 2011 Annual Conference at the Long Beach Convention Center and Hyatt Hotel (April



7-10), our schools need art and passion more than ever. In October I had occasion to visit the U.S. Department of Education, and the walls of the lobby were hung with works of student art from schools in Maryland, as well as works awarded in Scholastic's

art and literary contest. Students in U.S. schools are frequently invited to display art created in local classrooms as a way to promote art as a tool for education.

The names of the artists represented the world: Sánchez, Hailemariam, Chan. ... The visual images evoked the diverse experiences of students, 20 percent of whom nationwide are from homes in which a language other than English is spoken. The talent shown in this art exhibit was a small glimpse into the rich knowl-

edge and skills that people from all over the world bring to the US, believing that the pursuit of their happiness somehow happens best in a climate of support for fresh ideas, creativity, and freedom of expression.

California is no less diverse, with 2.8 million students living in homes where English is not spoken. In fact, almost one student in four in California schools is an English learner. However, too often when I visit schools I see little evidence of art instruction. Instead students are being taught to take standardized tests, to darken bubbles in Scantron forms. And I have yet to see a Scantron win an art award!

Elsewhere in the world students have support for their artistic skills. In October I was privileged to travel to Seoul, South Korea, and there I visited a middle school with a stunning visual-arts curriculum. Despite a rigorous academic program in which English-language instruction played a featured role, there was time for art, music, and physical education. The school day was long, but verbal language—Korean and English—was balanced with classes in the creative arts. Perhaps as a result of their schooling, almost all the Korean graduate students who study at my university have musical skills. They are surprised that so few of their native English-speaking peers enjoy singing.

Art, and passion ... as English teachers, our days are long, and our evenings too often consumed with grading papers. Even so, we can

take the time to load our MP3 players with favorite songs to share. We can teach our students to craft handmade Valentine's Day cards, or to make collages that represent their hopes and dreams. We can surround ourselves and our students with beauty, with song, or with dramatic works that show creative spark.

In June I visited an intensive English program (IEP) at the University of New Brunswick in Fredericton, Canada. It was the last day of a six-week precollege program, with students in attendance from all over the world. The auditorium filled quickly, and the excitement was evident.

A three-piece combo—piano, guitar, and drums—set up in front of the large audience and the IEP director, Colleen Meagher-Alkan, passed out the song booklets. "Stand by Me," "And Then He Kissed Me" (yes, the Crystals!), "Up on the Roof"—the sixties were well represented; they sang "We Are the World," and there were Canadian folk songs, too. I would have added "The Tennessee Waltz," with its seven types of past-tense verb phrases, but the booklet was already 25 pages long. It was rollicking fun, with 100 percent participation.

So, what's your passion? It's an art to pulsate with passion, in the classroom or in daily life. Share what makes *you* tick, and share it with us in Long Beach ... April 7-10.

Lynne T. Díaz-Rico

CATESOL NEWS

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EDITOR'S NOTE

I hope you enjoy this issue of the *CATESOL News*, which as always is full of informative and interesting news, observations, and advice. On the center spread you'll find another installment of the Lessons special pullout section, now sponsored by the CATESOL Education Foundation. Please send in your best ideas to share with your fellow members. I can't gather too many, and I need your help to make it a useful feature of the *News*. So the more the better! And if you have artwork to go with your lessons, that's a real plus. Please send artwork as a separate jpeg attachment, although it's fine to also include it in the the article itself. The ideal length for articles of any kind is about 800 words, up to 1,000 if necessary. The deadline for the Summer issue, featuring CATESOL 2011, The Art and Passion of Language Teaching, is May 1, 2011.



I look forward to hearing from you.

Karen Bleske

Notice of Special Election

Margaret Teske has been approved by the Board of Directors to complete the term of president-elect, 2010-2011, vacated by Scott Forrest. She will assume the position of CATESOL president on April 10, 2011. Her assumption of the presidency means CATESOL must fill the position of president-elect, 2011-2012. This is a three-year commitment to serve on the Board of Directors. If elected, the candidate will serve as president, 2012-2013 and past president, 2013-2014. Qualifications are a documented history of leadership in CATESOL, including prior service on the Board of Directors. The nominations were closed on February 15, 2011, but members still have a chance to vote in a special election (via Internet—Survey Monkey) being held March 1-15, 2011. Please note the dates are extended from those announced earlier. We hope this notice reaches you in time. A call for applications for the position was sent by email on February 1, 2011, to members who accept CATESOL email. If you'd like to be added to the list of those who receive such notices by email, write General Manager Don Sillings at catesol@catesol.org.

FROM THE GENERAL MANAGER

Missing a Receipt From CATESOL or the CATESOL Education Foundation?

Because of a problem at our mailbox store, CATESOL and the CATESOL Education Foundation have recently had to make a change of mailing address. You'll find the new address on the back of this issue of the *CATESOL News* and of course on the banner of the CATESOL website.

Unfortunately, it may be that items you mailed in December and early January never got to the central office and so far there is no evidence that items have been returned to sender. How would you know if your mail is among the missing? Well, all Membership Application/Renewal Forms and all donations received to date have been acknowledged and processed and receipts have been sent. Therefore, if you haven't received a receipt for your December or January membership renewal or donation, please send me details of the missing item in an email to catesol@catesol.org and I will confirm whether or not



it was received. I may have to ask you to redo your membership form and we truly would appreciate your remaking a donation (even though you won't be able to get a receipt for a 2010 charitable contribution). Your assistance in this matter is greatly appreciated in my quest to determine where the mail has gone and perhaps report the problem to the postal authorities.

Membership Renewals

Is it time to renew your CATESOL membership? Simply check the date above your name on the back of the *CATESOL News*. It's okay to renew early; the 12 or 24 months that you pay for will be added to the end of your current membership. You can renew online at http://catesol.org/members_new.html or you can use the form at the back of the *CATESOL News*. Students need to send a recent printout of their current class schedule showing enrollment in six or more units. Aides should send a letter from their administrator. These proofs of status can be scanned and emailed to catesol@catesol.org, faxed to (888) 832-0501, or sent by mail to the address on the back of the *CATESOL News*.

All membership applications and renewals are processed upon receipt in the CATESOL office, and all members receive a receipt and membership card upon joining or renewing. You can choose to receive these in pdf format via email or hard copy through the U.S. Postal Service. There may be a delay in applications and renewals that are processed in conjunction with a conference or workshop registration, these being handled through a contracted agency. If you have not received an acknowledgment email requesting additional information or a letter/receipt/membership card combination within four weeks of your payment, please contact me at catesol@catesol.org so the delay can be investigated and your membership processed.

Don Sillings

REGIONAL CONFERENCES



Northern Regional Conference Co-Chairs Courtney Pahl (left) and Jennifer Grode (right) were thrilled to welcome keynote speaker Diane Larsen-Freeman, PhD, to Monterey.

Northern Regional Goes Green, Highlights Dynamism of Field

By Jennifer Grode and Courtney Pahl
Northern Regional Conference Co-Chairs

The Northern Regional Conference, held November 13, 2010, at the Monterey Institute of International Studies, drew almost 400 participants interested in engaging in an exciting day of professional development. The conference theme, *Changing Tides: Transformative Teaching and Learning*, drove every step of the planning process, as it spoke not only to the idyllic seaside location of the conference, but also to the changes we are all facing as members of an evolving professional community.

The keynote speaker, Dr. Diane Larsen-Freeman of the University of Michigan, wove the theme into her discussion of language as a dynamic system—a topic she has been researching and promoting in recent years. Her presentation, “Transforming Teaching and Learning: The Dynamic Quality of Language,” was a well-received blend of humor, anecdote, and serious linguistic theory.

Other featured speakers also incorporated the theme into their presentations. Dr. Denise Murray of Macquarie and San José State Universities discussed a networked model of education in her presentation of “Changing Tides: Metaphors for Teaching,” and Dr. Maricel Santos of San Francisco State University linked ESL education to healthcare reform in “Eddies of Hope: How ESL Teachers Are Changing the Tide in Health Literacy.” A featured panel of speakers, including Adalyat Akbarova, Yulia Nikolskaya, Hwabok Oh, and Patricia Szasz, and moderated by Dr. Kathleen Bailey (all of the Monterey Institute of International Studies), examined another hot topic in their “Getting Past Perceptions: Transformative Teaching by Nonnative-Speaking English Teachers.”

These featured speakers were joined by approximately 60 other presenters throughout a busy day that was capped with a networking session in the form of a wine and cheese reception. In keeping in line with the idea of transformation, this reception, in addition to all of the other conference proceedings, was designed to be “green.” The green initiative was sparked by the idea to provide attendees with reusable CATESOL Northern Regional Conference mugs as the conference take-away gift, instead of the traditional bags. Everyone was encouraged to use these mugs throughout the day to reduce the amount of paper and plastic waste. To ensure no one was left with too much to carry, however, a “take-a-bag, leave-a-bag” table, at which conference participants could recycle old conference bags, was instituted. Further efforts to be environmentally friendly included developing a ride-share page on Facebook, having recycling bins placed next to every trash can, collecting plastic name badges at the end of the day for reuse, and encouraging presenters to upload e-copies of their handouts to the conference blog (<http://catesolnorth.wordpress.com>) rather than making a surplus of paper copies. These efforts to be green were lauded by conference participants, and we hope they will inspire similar efforts for future conferences.

Overall, the conference was quite successful; the weather was beautiful, the presenters were engaging, and the participants were eager to learn and network, which made it an energizing experience for everyone involved.

Gail Ellen Weinstein

1955-2010

Continued from page 1

were housed, killing thousands of its residents. Gail elected to stay in the area to help with reconstruction, writing to her mother, "I can only heal myself by helping others." This belief remained Gail's lodestar for her whole life.

After earning her PhD in Educational Linguistics in 1986 from the University of Pennsylvania, Gail married fellow linguistics student Ziqiang 2 Shr, and their daughter Hannah Rebecca was born in 1990. In 1995 she and her family relocated to San Francisco, where she began work as an associate professor at San Francisco State University.



Gail's work in literacy blossomed at SFSU, and, as a professor in the MA TESOL program at SF State, she taught courses on immigrant literacies, community-based curriculum development, sociolinguistics, and teaching listening/speaking and reading/writing skills. In 1990, she published a textbook, *Stories to Tell Our Children*, for adult immigrants in cooperation with regional adult ESL education chairs throughout the country. *Stories* laid the groundwork for a teacher-training module focused on the integration of learner-centered practice into ESL instruction. The technique, the epitome of community engagement, became the basis of a collaborative initiative led by Gail with adult schools, community-based organizations, and community college programs in the US and Canada and resulted in a textbook series, *Collaborations*. The material and the process became the basis for training teachers in a curriculum-development process now known as Learners' Lives as Curriculum. Her other scholarly publications include guest-edited volumes of *TESOL Quarterly* and *TESOL Journal*, *Learners' Lives as Curriculum*, and *Immigrant Learners and Their Families: Literacy to Connect the Generations*.

Soon after she arrived at SF State, the Lila Wallace Readers' Digest Fund provided Gail a grant to establish the Bay Area Immigrant Literacy Initiative. These funds enabled her to work with six community-based organizations in the Bay Area, including Self-Help for the Elderly, the International Institute of Oakland, Career Resources Development Center, the English Action Center, Northern California Coalition for Immigrant Rights (Caring Hands), and the Alameda County Public Library, to develop learner-centered English as a Second Language (ESL) curricula.

During her time at SF State, Gail raised more than \$1 million in support of her work on behalf of immigrant and refugee communities and the educational programs that serve them. In 1998, the Corporation for National and Community Service (CNCS) granted \$80,000 to SF State in collaboration with City College of San Francisco, in partnership with Temple University, Philadelphia, to establish Project SHINE in the Bay Area.

Even after news of her cancer diagnosis in 2005, Gail continued to work on the national and international stage. In 2006-2007, the Pennsylvania Bureau of Education provided \$35,000 to formalize procedures for training teachers and teacher trainers in using her model for Learners' Lives as Curriculum. In collaboration with community partners, she guest edited a special issue of *TESOL Journal*, to be published in 2011, on the power of stories and community building for language learning. In 2008,

Gail Weinstein Memorial CIRCLE Grant

Dr. Gail Weinstein—educator, linguist, mentor, world traveler, peacemaker, mother—died peacefully at home in December 2010. Gail had been a professor in the English Department at SFSU since 1992. Her field was the training of ESOL teachers, and her passion the building of communities of learners around the world. She had recently launched CIRCLE (the Center for Immigrant and Refugee Community Literacy Education), whose mission is to strengthen immigrant families and communities.

We would like to honor Gail by developing a grant through the CATESOL Education Foundation in honor of CIRCLE. CIRCLE aims to strengthen immigrant families and community, to support practitioners who serve them, and to engage students deeply in the fabric of their community with experiences that build their professional and leadership skills in personally transforming ways.

We are actively soliciting donations to fund this in honor of Gail. Checks should be made payable to CATESOL Education Foundation and sent to:

CATESOL Education Foundation
Attn: Gail Weinstein Fund
18627 Brookhurst St. #338
Fountain Valley, CA 92708

TESOL, the most widely recognized professional organization in ESL education, bestowed on Gail the James E. Alatis Award for Service to TESOL. Gail provided more than 30 years of service to TESOL, via several leadership positions, including affiliate president, interest section chair, and member of the Board of Directors.

Also in 2008, Gail collaborated with colleagues to found CIRCLE, the Center for Immigrant and Refugee Community Literacy Education at SF State, whose mission is to strengthen immigrant families and communities, to support practitioners who serve them, and to engage students deeply in the fabric of their communities with experiences that build their professional and leadership skills in personally transforming ways. Her vision helped establish a cross-disciplinary graduate-level Certificate in Immigrant Literacies that forges collaborations between TESOL and many departments on campus, including Health Education, Nursing, and Ethnic Studies.

Internationally, Gail gave workshops in Japan, China, Turkey, Israel, the West Bank, and Russia.

In 2010, Gail was awarded SFSU's Distinguished Faculty Award for Excellence in Service, for her "extraordinary, meaningful and lasting contributions," and the same year she also received the Bay Area Jefferson Awards for Public Service.

CATESOL is honoring Gail's contributions to our organization and the field of TESOL by developing a grant through the CATESOL Education Foundation in honor of CIRCLE. See the story above, Gail Weinstein Memorial CIRCLE Grant, for details on making a contribution.

Cathy Scott of Asheville, NC, a visual artist, has been a friend of Gail's since college (1976), Maricel G. Santos is an assistant professor of English (TESOL) at San Francisco State University, and Jerry Eisman is director of the Institute of Civic and Community Engagement at SFSU. Lynne Nicodemus is vice principal at Pittsburg Adult Education Center.

Announcing 8th Annual David E. Eskey Memorial Award for Curriculum Innovation

Purpose: To honor Professor Eskey's memory by recognizing accomplishments related to his professional endeavors in literacy, teacher preparation, research, and evidence-based innovations in classroom practice (ESL/EFL language and literacy development—Community College, Adult, and Higher Education). Submissions are encouraged in a variety of formats, including recently published books or book proposals, articles, curriculum guides, and course design models.

Sponsor: CATESOL

Eligibility: CATESOL member

Criteria for selection:

1. Strength and clarity of the project's purpose, organization, and expression
2. Relevance and depth of Dr. Eskey's influence on the project

Submission Procedure: Prepare an MS Word or Adobe Acrobat document that includes the three pieces of information below. Use the headings below, but eliminate any references to the author in the project itself.

1. Cover sheet: A cover sheet with your name, address, affiliation, telephone and fax numbers, e-mail address, CATESOL membership number, and the title of the work.
2. Rationale/theoretical basis: The rationale or theoretical basis for the project, the target population and language level, and the outcomes of the project, including an explanation of the relevance and depth of Dr. Eskey's influence on the project (up to 2,000 words)
3. Materials
 - a. an entire article
 - b. an unpublished curriculum project (25 pages max.)
 - c. a published book (25 pages max.)
 - d. a book proposal

Contact: Linda Jensen, Writing Programs, UCLA, Chair of David E. Eskey Award, jensen@humnet.ucla.edu

Deadline: March 10, 2011

State's New Leadership Brings Major Changes

By Elsa Billings
CATESOL Elementary Level Chair

"The act of teaching ESL... is a highly politicized activity." (Kaplan in Hall & Eggington, 2001, p. vii)

Happy New Year! With a new year come new resolutions and changes. One major change we are in the midst of in California is a change in our state leadership. On January 7, 2011, Jerry Brown was sworn in as our "new" governor. The past eight years of education for our English learners (ELs) have been marked by testing in English (students' nonnative language), decreased access to the arts and physical education, testing, fewer schools providing instruction in social studies and science, testing, few professional development opportunities in how to best serve our increasing EL student population, and more testing. This educational scenario has resulted in increased pressure on teachers to get through curriculum and raise test scores and incredible stress for our ELs and for those of us who teach them. It has also led to a whole generation of students with a very narrow education.

With the change in leadership at the state level, many of us are hopeful while we wonder

what changes are in store for the K-12 educational landscape, particularly for our EL students. Some of the changes we can see thus far include:

- A new education budget in which the governor indicates he intends to keep K-12 schools funded at the same dollar level;
- Eliminating the Secretary of Education post; and
- Appointing seven new members to our State Board of Education.

An additional change under way will have a major impact on all of us as K-12 educators. On August 2, 2010, California joined 33 other states when State Superintendent of Public Instruction Jack O'Connell announced that the California State Board of Education (SBE) adopted the Common Core State Standards (CCSS). A time line for implementation and development of curriculum, frameworks, and tests that are aligned to the new CCSS is under review, depending on the legislature and state funding decisions. The SBE acknowledges that the CCSS standards *do not* meet the needs of ELs; however, *it plans to review and align* the English Language Develop-

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NEVADA

Nevada Education Braces for Big Cuts, Tough Choices

By Linda Gannon
CATESOL Nevada Representative

Nevada has a new governor, Republican Brian Sandoval, who ran on a strict "No New Taxes" platform. This will create a major challenge for the Nevada Legislature when it convenes in February for its biannual session because our state faces major budget shortfalls. In Nevada, public education funding is divided into two categories: K-12 funding, which is ultimately controlled by individual school boards, and higher education funding, which is controlled by the Nevada System of Higher Education (NSHE) Board of Regents, which governs all seven post-secondary institutions in our state.

In his proposed budget presented in January, Gov. Sandoval called for cutting state money to both levels of education to facilitate a 5 percent salary cut for education employees and a per-pupil spending cut of \$270 per student. These cuts will be exacerbated by the loss of one-time federal stimulus funds that boosted both K-12 and higher education and by Nevada's failure to secure Race to the Top funding. The governor also called for an end to teacher tenure and for the use of vouchers to allow students to attend

private schools as part of his "education reform." Higher education is looking at an overall cut of approximately 20 percent, which Sandoval says is reasonable because the Board of Regents has the ability to raise students' tuition and fees.

Now it will be up to the legislature to respond to these drastic measures during its 120-day session, which began on February 7. The Democratic leaders' response to the budget is a commitment to attempt to maintain education funding at its current levels, but this will be an uphill battle without a willingness to expand the tax base or find another way to generate state revenue. Nevada has no personal state income taxes and very low business taxes, particularly on the mining and gaming industries.

Because Nevada has a high percentage of second language students at both levels, any decisions regarding funding and access will have a profound effect on our English language learner population. Regardless of how the budget woes are addressed this biennium, it is clear that our great state needs to explore a more consistent way to financially support our K-16 education system in the future.

It is truly a precarious time to be a student or educator in the state of Nevada.

CATESOL 2011 LONG BEACH

Dedicated Teacher's Experience in Zambia Fosters Appreciation of CATESOL Conference at Home

By Tiffany Ingle

I have always wanted to be a teacher, even from my earliest memories. My first student was my baby brother, and my first classroom was our basement playroom. My undergraduate degree is in Education, my summer jobs were at education camps, my graduate degree was in TESOL, and I've really never done anything else. I teach in my work time, I tutor in my play time, I lead book clubs, and I work with people about how to improve communication with students and trainees. I make handouts because I like making handouts. I try to get groups of teachers together for coffee to problem solve. I am steeped in education and teacherliness almost all of the time. Even though I love teaching and couldn't imagine myself doing anything else, I am guilty of complaining, especially with budget cuts, lost classes, and fewer resources. In times such as these, I need to be reminded of why I'm doing what I do.

The Annual CATESOL Conference is coming up in Long Beach. I have always looked forward to conferences because they tickle the creative side of my brain. All of that input from other teachers in one weekend acts to supercharge my classroom and my energy for teaching. I look to the conference as a time of really getting to rethink how I'm doing things in my classroom through the creativity of others. It excites me that this year's theme is The Art and Passion of Language Teaching because that describes what I hope I'm bringing to my classroom. Art, not just another canned lesson; and passion, not just reading from a book. However, even though I enjoy these conferences, I think I take them for granted. Think about it.

Continued on page 16

Promoting Conference Participation Among Graduate TESOL Students

By Ken Kelch

While TESOL graduate schools do a great job of training new teachers—or helping teachers to become better at their craft—one aspect of the curriculum that may get neglected is professional development. Continued growth as a TESOL professional not only sharpens our classroom skills, but it also broadens our view of language teaching beyond the boundaries of our individual selves, both of which can enhance our job satisfaction. For TESOL students, however, engaging in professional development is not always easy. The academic demands of graduate programs might discourage them from taking the time to grow as practitioners. TESOL graduate students sometimes face the added hurdle of simply not being acculturated into the avenues that exist for their professional development.

At Alliant International University, the master's and doctoral programs curricula incorporate ways to help assist our students engage in professional development. For instance, our students are encouraged to join professional organizations such as TESOL and CATESOL, to attend conferences, and to give presentations at the regional and state conferences. In their courses, students read about and discuss conferences as a form of professional development, review past conference presentation abstracts, and discuss how conference topics reinforce the issues that the students encounter in their course work. Alliant students also have the opportunity to conduct action research projects, to write conference abstracts, to create poster presentations, and to present at "miniconferences."

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SIGN UP NOW!

CATESOL 2011 Pre-Conference Institutes

Thursday, April 7, 2011
Hyatt Regency Long Beach

These exciting intensive workshops (3 hours long!) appeal to a wide range of interests and tastes, featuring seasoned presenters who are experts in their fields. Come get to know the presenters, learn their tricks of the teaching trade, and come away with great classroom ideas! Refreshments included. **Register NOW at www.catesol2011.org or by filling out the form in the preregistration booklet!**

John Hedgcock on Reading Skills Development
Suzanne Medina on Teaching English Through Music
Mark Roberge on Generation 1.5 Immigrant Students
Sally Fox on Comprehension-Based Approaches to Language Acquisition
Donna Brinton, Janet Goodwin, and Linda Grant on Teaching Pronunciation
Ellen Lange on Grammar Teaching
Lynn Savage on Interactive Student-Centered Lessons
Kevin Keating on Communicative Activities

Brought to you by Stefan Frazier (stefan.frazier@sjsu.edu) and Betsy Gilliland (betsygilliland@gmail.com)

THE ART AND PASSION OF LANGUAGE TEACHING

Don't Miss Community College Level Events

By **Barbara Luther**

Community College Level Chair

The Community College Level is sponsoring three events on Saturday, April 9, at the 2011 CATESOL Annual Conference.

Featured Topic: CBI at the Community College Level: Is It Feasible?

9-10:30 a.m.: Donna Brinton, senior lecturer at the University of Southern California's Rossier School of Education and a pioneer in explicating content-based instruction, will lead a panel of community college practitioners in first defining CBI and then exploring practical issues related to the implementation of the various models of CBI.

Lunchtime Rap Session

12:15-1:15 p.m.: Join community college colleagues over lunch in an informal discussion of current issues. Find out what's happening at schools throughout California and Nevada and share your own insights.

Workshop: Deciding About Automated Essay Scoring: Whether, Which, and Why or Why Not

1:1:30 p.m.: Nathan Carr, associate professor and coordinator of the TESOL program at California State University, Fullerton will share his expertise on automated essay scoring, discussing advantages and disadvantages of automated versus human scoring and the pros and cons of available automated essay scoring programs to better equip schools to make informed decisions.

Barbara Luther is adjunct faculty at Fullerton, Irvine Valley, and Saddleback Colleges and Santa Ana College School of Continuing Education.

TELL IG to Offer Batch of Mini Presentations

By **Branka Marceta**

TELL-IB Coordinator

The Technology Enhanced Language Learning Interest Group is sponsoring a strand of presentations called Technology Mini Presentations during the 42nd Annual Conference. The format is new this year—the minipresentations are a chance to hear from a number of your colleagues demonstrating their favorite Internet resource, distance/blended teaching strategy, learning management system, or an instructional software program. Each presenter has 12 minutes, so you'll get a lot of information in a short time. Here is a tentative list of presentations:



- A Little Tech Know-How Goes a Long Way
- Creating Interactive Tutorials With Keynote or PowerPoint
- Facebook: It's Not All Evil. Use the Group Feature!
- Getting Started With Moodle Course-Management Software
- Share Student Work Online
- Teaching With Twitter
- Text-to-Speech Technology as an ESL Writing Tool
- Using Social Media to Develop an Autonomous Learning Environment
- Webquest: An Interactive Online Unit on the DMV
- Writing Your Way With Google Docs
- Wordsift: Visualizing Text

- Kate Kinsella—Tools to Bolster High-Leverage Word Knowledge With English Learners in Grades 4-12
- Randi Reppen—Using Corpora to Inform Teaching and Materials Development
- Cheryl Boyd Zimmerman—Keeping the Drive Alive: Motivation and Word Learning

In addition to all of these exciting offerings, the Graduate Student events, organized by Christina Lorimer, include the Graduate Student Mixer, a Graduate Student RAP Session, and the Graduate Student Forum. The RAP session will include peer discussions of topics varying from strategies to address challenges that face those enrolled in higher education institutions in California and Nevada to positive and productive next steps to take after graduation toward a successful career. The Graduate Student Forum features the latest research and pedagogy-based presentations from universities across California. Nine MA and PhD students now enrolled in TESOL-related fields share their ideas and work with the CATESOL community in three panels: Student and Teacher Language Identity in the ESOL Classroom, Nontraditional Models of Instruction and Assessment in the ESOL Classroom, and Practical Teaching Ideas for the ESOL Classroom.

Please see the information just above about the exciting new Technology Mini Presentations sponsored by the Technology Enhanced Language Learning Interest Group (TELL-IG).

Please join us at the CATESOL 2011 Annual Conference.

Welcome

Continued from page 1

Language Learning." On Saturday morning, Keith Folse presents "If You Are a Teacher Today, You Can Thank Your Teachers."

Our featured topics are described in detail in the preregistration booklet, which is online at catesol2011.org. Titles include:

- CBI at the Community College Level: Is It Feasible?
Six panelists discuss successes and challenges of implementing content-based instruction (CBI).
- When Vocabulary and Grammar Meet, Real English Happens
- Policy, Program and Practices for Long Term English Learners
Recommendations for designing effective systems, programs, and services
- Principles and Practices Guide Spelling Instruction
- Eradicating Learner Lethargy: Structuring Active and Accountable Contexts for Cognitive and Linguistic Achievement
Kate Kinsella will use compelling classroom footage and hands-on demonstration.
- Transitioning Adult ESL Students to Academic and Career/ Technical Programs
The panel will discuss issues and share successful programmatic approaches and instructional strategies.

On Sunday the concluding free workshops feature:

- Jayme Adelson-Goldstein—Teacher Spa: Reviving Our Teaching Spirit Through Reflection, Connection, and Active Learning

EDUCATION FOUNDATION

The Report: Promoting the Mission

By Dan Fichtner

The CATESOL Education Foundation held its board meeting on January 14 and discussed many issues that we hope will promote its mission—to provide education opportunities to teachers of English learners and to inform the general public about strengths and needs of these students. This is accomplished by improving the preparation of teachers of nonnative learners by providing educational opportunities for further professional development; informing the general public about the strengths and needs of nonnative speakers of English; and promoting appreciation of diverse linguistic and cultural backgrounds.

A slate of nominees was drawn up and we held a discussion on how to raise funds to continue our mission. Since we are such a young organization, we decided mostly to continue in our present positions. In this way, we will not waste time “learning the ropes” and there will be some continuity in the leadership. The slate includes:

- 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-Elect 2010-2011, President 2011-2012)

It was further discussed and unanimously approved to have the CATESOL Education Foundation sponsor the Annual Conference’s Sunday Workshops and also the centerfold (No, not that one!) lesson plans of the *CATESOL News*. Sponsorship of the workshops has been confirmed and the CATESOL ExComm has agreed to allow the Education Foundation to sponsor the pullout lesson plans in this issue of the *News*. The special lessons section begins on the opposite page.

A large part of the meeting was spent on discussing ways to solicit tax-free donations from various stakeholders. Legacy accounts were discussed and the successful Tippy Schwabe account is one that may soon be a model for others to follow. Ellen Lange has agreed to create a “notebook” on how to “shepherd” students in such a program. (Conference attendees will be able to join in the workshops that the UC Davis graduate students have developed under the nurturing of Ellen Lange.) There has been some interest in starting other such legacy accounts. One such account is a Gail Weinstein Memorial CIRCLE Grant. Information on this legacy account can be found on page 4.

Individuals who wish to donate to the Education Foundation can do so by logging onto its website at www.catesol.org/foundation. The “Donation” button leads you to a site with information on the process. Please consider a small donation, because many small donations will add up to a large amount that can be used to:

- Sponsor outstanding speakers at chapter, regional, and state conferences;
- Support Pre-Conference Institutes at the CATESOL Annual Conference;
- Fund workshops and training on cultural diversity, instructional strategies for teaching English learners, and other professional development needs;
- Support special training on SDAIE/SIOP methodologies and second language acquisition theory and strategies; and
- Provide financial support for the publication of *The CATESOL Journal*, an annual publication that showcases research in the field of language teaching.

We are all a part of something bigger than ourselves, and we need to foster organizations that promote sound programs that develop better understanding among members in our society.

Yours in education,
Dan Fichtner

Dr. Dan Fichtner is president of the CATESOL Education Foundation.

Remembering The Importance of Prior Knowledge, Scaffolding

By Cecilia Salzer

Most K-12 schools have two weeks off for winter break. When school resumed, I was fresh and ready to face the usual achievements and challenges of my fifth-grade science class. Before the break, students were assigned a web-quest to research science-fair projects. After the break I modeled how to conduct experiments and write the log notes. Students then were given another two weeks to complete the tasks. Over and over I reviewed scientific method through inquiry and modeling, visuals included. All was well until Kevin raised his hand and asked, “What am I supposed to do?”

Kevin is an English language learner (ELL) from Argentina who is a perfect example of the difference between Cummins’s basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). He is bright and very proficient in intercommunication skills but lacks cognitive and academic vocabulary and comprehension. He’s in a mainstreamed classroom with three gifted students, three special-needs students (RSP), and a proficient-classified ELL who is more advanced than he is. The rest fall into the low-to-high range of “average.” It’s a typical K-12 classroom.

Continued on page 18

IEP LEVEL

Congress Passes Bill Requiring Language Program Accreditation

By Patricia Szasz
IEP Level Chair

In December, the U.S. House of Representatives passed HR 2361, a bill that requires all English language programs that allow international students to study as nonimmigrants be accredited by an accrediting agency recognized by the U.S. Department of Education. A similar bill was previously passed by the U.S. Senate (S 1338). This legislation was cosponsored by California Reps. Sam Farr (D-17th District) and Brian Bilbray (R-50th District) and received bipartisan support.

The passage of these bills is seen as a victory by the American Association of Intensive English Programs, an organization that has promoted this legislation for many years. The legislation is an important step forward to ensuring the quality of intensive English programs around the country and a measure that protects international students from fraudulent schools. The legislation includes a three-year grace period for programs that are not now accredited. Programs may become accredited by a state or regional accrediting body or through the Commission on English Language Program Accreditation (CEA) or the Accrediting Council for Continuing Education and Training (ACCET).

CATESOL Education Foundation

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Better Than Bingo? Students Prefer Scrambled Stories

By Janet S. Johnson

The final hour of a low-level ESL class can frequently be demanding for students and teachers alike: Learners often get more challenging tasks at the beginning of class when they are fresher and more energetic, so later on their attention may wander as brain fatigue sets in. Teachers seeking to sustain class energy and provide a student-centered focus can be hard-pressed to create activities with substance that will keep the class on-task and engaged. The activity described here can take up to an hour to complete, yet students will remain absorbed and alert while they practice the basics of English word order.

Developed from “scrambled sentence” activities found in many texts and workbooks, this word-order activity is expanded to include a complete story, using one that students have already read a few times. The ideal story for beginning-high students would be about 20 to 30 sentences long; longer stories can be broken into two or more segments. Materials include about a dozen sheets of 67-pound card stock (heavy enough to reuse, light enough to go through a typical desktop printer), paper clips, one page from a large-format (18” x 24”) desk calendar—the type businesses offer clients

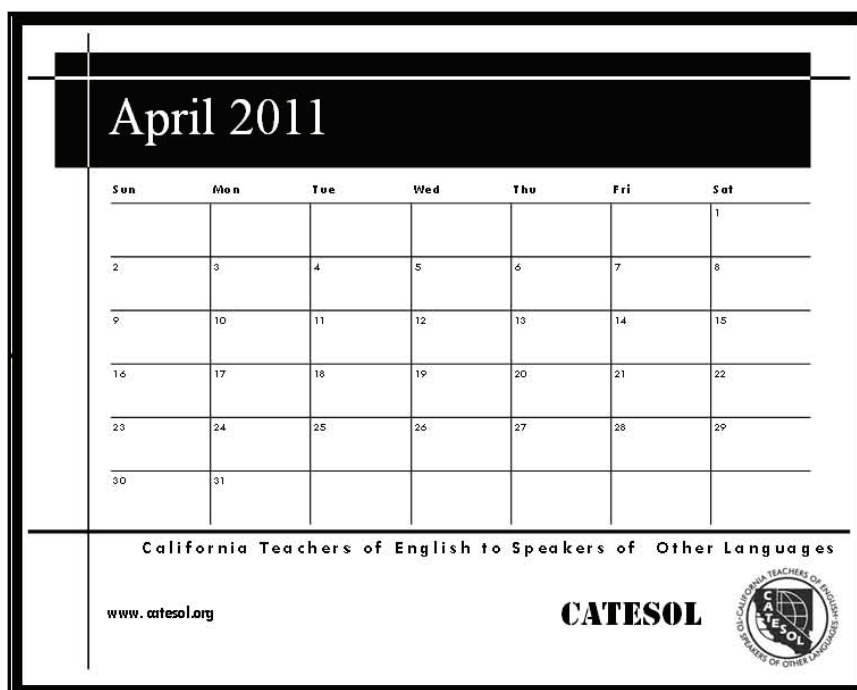
as a year-end gift—and one piece of lined paper per student.

The first step is to transcribe the story, using a 4x5 table you can create in MS Word, with squares measuring slightly larger than 1.5 inches on a side; 26-point type seems to be large enough to be easily seen yet small enough so that each word will fit in a square. Enter the entire story, one word per square, into the table. Each time you get to the end of the page (word number 20), print that page on a piece of card stock, and then return to the top of the table and type another page. Once you have finished typing and printing the story, number each sentence, writing the number on one corner of the printed side of the last word. Then take your pages to the paper cutter and remove the edges, and then finally cut them into individual words—you will figure out the fastest and easiest way to do this, but be prepared to spend the better part

of an hour. (I have asked students to do this part, with mediocre results: They may get word cards from different sentences mixed up, which tends to bring everything to a halt.) As you cut each sentence into individual word cards, jumble the cards and paper clip them together, putting the final (numbered) word card on top.

When it is time to begin the activity, set the calendar page on an empty desk or other space that is easily accessible, and then distribute the stacks of cards on the calendar page by number—once they have become familiar with the activity, your students can do the set-up. Put your students in pairs, give them each a piece of notebook paper, and ask them to write their name, their partner’s name, the story title, and numbers that run

from one to however many sentences you have, skipping a line between the numbers. Students from each pair will then come to the calendar, choose a sentence stack, and take it back to their partner to decipher. Because my students want to race through and put together as many sentences as possible before the end of class, I try to get them to slow down by asking them to read the sentence aloud one time and then write it next to the corresponding number on their paper. Lower-level students can use a copy of the story as a guide, but high beginners should be able to assemble the



sentences without the help of a text.

Students find this activity engrossing and fun—mine prefer it to bingo—plus it gives them intensive practice in reproducing correct sentence order in a tactile and communicative way. It remains entirely under the control of students, with the teacher circulating to provide hints and encouragement. The only downside is the amount of prep time involved, but once you create the sentence cards, they can be filed and reused any number of times. On the positive side, you may find that this is one activity in which students lose track of time and are surprised to find that class is over for the day.

Janet S. Johnson teaches ESL and pronunciation in the West Contra Costa Adult Education program.

This special section is funded by the CATESOL Education Foundation.

A Phobia PowerPoint Project: Learning English by Tackling Worst Fears

By Suzanne Woodward
MiraCosta College

A good project that combines computer skills with research skills is to create a PowerPoint about phobias—causes and symptoms. However, having done this topic with a class before, I decided to take a different approach. We had read a story in *Strategic Reading 2*, called “Flying? No Fear,” but instead of focusing on the symptoms, the story talked about a class for people who were afraid of flying to help them overcome this fear. Then we listened to a lecture from *Contemporary Topics 2* about phobias. One aspect of this lecture was to discuss places that a person with a particular phobia should avoid. I then gave the students the name of a phobia (the same one to each group) and divided the students into groups to practice what they had learned by coming up with a list of places and activities to avoid. The groups contributed their ideas and we discussed them. Then I divided them into pairs and gave each pair a different phobia. The object was to create a PowerPoint presentation with five slides as follows:

- Slide 1:** Name of fear and the partners’ names
- Slide 2:** Greek or Latin name of their fear
- Slide 3:** Places/activities to avoid if you had this phobia
- Slide 4:** Hierarchy of possible treatment
- Slide 5:** Final step in treatment

Procedure:

1. After reading the story cited above and practicing coming up with places to avoid (or similar activities), discuss what a hierarchy means in this case. (If you read “Flying? No Fear,” the students should understand.) Be sure they know to start with an easy “treatment” and build up from there. Encourage them to come up with a place or difficult activity for Slide 5 and to be as creative as possible.
2. Have them take out a piece of paper and fold it into four squares. Slides 1 and 2 will be combined on one square.
3. Divide them into pairs and give each pair a different phobia. If possible, try to give them a phobia that neither of the partners actually has.
4. The students should fill in their papers completely so that when they go to the computer lab, they can type their information on the slides and then find pictures and/or create designs.
5. After they finish, the pairs should present their PowerPoint presentations to the class.
6. If you want to be sure they pay attention to each other, create a matching activity using the information in their slides. (I copied their presentations onto the classroom computer the day before they presented so I could check their grammar and I could also get ideas for the matching activity.)

SOME SAMPLE STUDENT-CREATED HIERARCHIES

FEAR OF THE DARK



What can you do ?

1. Close eyes 1 min
2. Turn off one light at home
3. Walk in the night
4. Go to a dark place
5. Turn off all light at home

FEAR OF CATS

Hierarchy

- Search in the computer for pictures about cats
- Buy a toy cat
- Read a cat book
- Participate in cat activities
- Go to the pet store



A Phobia PowerPoint Project: Learning English by Tackling Worst Fears

SAMPLE SLIDE: WHAT TO AVOID



Final step

- We need to find a restaurant that is cooking snake and we can order and try to eat.



This is an interesting and fun project for an intermediate- to advanced-level class. Working as partners was helpful because some students are strong in computer skills and some are better in writing/creating; also, working together seemed to help them to generate more ideas. Together, all the pairs created interesting projects, both informative and visually interesting. The drawback to working in pairs, of course, is if the project is going to be spread out over more than one day, inevitably someone will be absent. We did the class presentations over three days to be sure both partners were there on the same day to give the presentation. One student who lost her partner because she was absent on the planning day ended up teaming up in the lab with another student who had been absent for a couple of days, and they were able to create a good presentation in a short time. Another advantage of this project is that all of the information (except the official name) is created by the students. With a research-type project, there is always the danger of the students copying from the Internet, and this project avoids that problem.

Tip: Another activity we did before we started the pair PowerPoints was to watch an episode of *Monk*. We watched Episode 1, Season 1, which featured a lot of Monk's phobias but also showed him (temporarily) overcoming one of them. Watching someone cope with phobias really helped them understand what it is to have a phobia and encouraged students to share a little about phobias they have.

Resources

- Kisslinger, E. 2002. High anxiety: Phobias. *Contemporary topics 2*. New York: Pearson ESL.
- Richards, J. C., & Eckstut-Didier, S. 2003. "Flying? No Fear." *Strategic reading 2*. Cambridge, England: Cambridge University Press.
- <http://phobialist.com>
- <http://psychology.about.com/od/phobias/a/phobialist.htm>

SAMPLE MATCHING

Match these final steps with the phobia:

- | | |
|--|------------------|
| _____ visit a cemetery at midnight | a. cats |
| _____ play with this animal | b. small spaces |
| _____ go to a restaurant that serves this food and eat it | c. spiders |
| _____ visit the Flower Fields | d. dark |
| _____ watch <i>North by Northwest</i> | e. germs |
| _____ hold one on your hand | f. flowers |
| _____ use a public restroom | g. heights |
| _____ take an elevator from one level to another | h. being touched |
| _____ get together with a small group of people you trust and hug them | i. snakes |

The matching activities on the left are the actual "final steps" my students created. The class decided that eating a snake was the most creative.

It was fun to see the reactions of the other pairs when they realized what this final step actually entailed.

Distinguishing Between Synonyms:

Why Don't Americans "Talk" English?

By Sarah Michals and Keith Anderson

IEP Level

As ESL teachers, we often encounter students who have difficulty distinguishing between synonyms; what's the difference between "begin" and "start," or "talk" and "speak"? They are classified as synonyms, but these words cannot be used interchangeably. While for native speakers the distinctions may be intuitive, defining these differences to nonnative speakers is often challenging. Since researching how professional linguists address this issue and talking to other ESL professionals, we have created steps for teachers to follow when determining the meaning and usage differences between synonyms. Here we share an overview of the steps we have learned and developed to help us distinguish between synonyms. We also suggest ways of teaching these differences to students.

Step 1: Collect Data From Authentic Examples

While some professionals might believe that their intuitive sense of the English language is enough to create examples for comparison, they will realize, as we did, that their examples are biased and cannot be used to analyze how the general English-speaking community uses the words. Because of this, we use examples from a corpus—a body of authentic utterances collected from selected communities. The *Corpus of Contemporary American English* is available online at <http://www.americancorpus.org>. At this website, you can type in a word you want to investigate and search for instances of its use.

Step 2: Find Mutually Exclusive Examples

When you search for words in the corpus, try to find several examples of both synonyms in which the use of the other word would not be possible. For example, when finding the distinction between *angry* and *mad*, we found the following examples:

1. "My gut instinct says he's *mad* that he got caught."
2. "The monster churned up *angry* clouds of dust ..."

While the first sentence can use either "angry" or "mad," the second sentence can use only "angry." This tells us that in some cases the two words are interchangeable, but not always. You must then analyze the context to determine what the differences are.

Step 3: Analyze the Context of Examples

We suggest conducting your analysis by asking yourself *who, what, when, where, why, and how*. These questions are helpful because they are easy to remember, and they cover most aspects of potential differences. For example, when discovering the differences between "happy" and "glad," you can ask yourself *where* in the sentence the word appears. You will discover that "happy" can be used before a noun, while "glad" usually is not. For our example of "angry" and "mad," you can ask yourself *what* the word modifies. You will notice that "angry" can describe a person, place, or thing, while "mad" can describe only a person (when it has the meaning that is synonymous with "angry" as opposed to meaning "crazy"). These differences are grammatical and can be found with relative ease. However, it is also important to analyze the use of near-synonyms for differences in meaning.

When analyzing for meaning, our questioning technique works equally well. For example, the difference between "rub" and "wipe" can be discovered by asking yourself *how*. It turns out that "rub" uses hard pressure, while "wipe" uses light pressure. *Why* is also a helpful question here, as "rub" is usually done to apply something, while "wipe" is generally done to remove.

Step 4: Teach the Differences

When teaching synonyms, we recommend presenting them to advanced students using the presentation, practice, and production (PPP) model. Present the synonyms by using examples that show a clear difference between them. Then, ask your students the questions from step 3. Elicit and write their answers on the board. After the students define the differences between the synonyms, use a controlled activity (fill-in-the-blank), which allows them to practice applying the rules they have created. Finally, develop a scenario that requires the students to use the synonyms in context. For example, when teaching *mad* and *angry*, you could ask the students to write a short personal essay about a time during which they were very mad/angry. This scenario allows them to freely use the synonyms in context.

We hope through the use of these steps you will be able to methodically distinguish between synonyms and teach them to your students.

Sarah Michals teaches at Solano College and Academy of Art University. Keith Anderson teaches at San Francisco State University.

CATESOL on Facebook and *The (Very) Unofficial Facebook Privacy Manual*



By Branka Marceta
TELL-IG Coordinator

If you are on Facebook and considering using it for connecting with your learners, you may find this publication useful. It describes Facebook privacy settings and how you can modify them so that your post gets to the appropriate audience only. Visit <http://tinyurl.com/244ufa4>. And of course, don't forget to become a CATESOL fan at <http://tinyurl.com/catesol-fan-fb>.

Do You Have
a Lesson to
Share?

Please send your great
ideas to
catesolnews@catesol.org

Student-Teacher Conferences With Adult Learners

By Cassie Koop, MA

Los Padres Events Coordinator

As an ESL instructor for parents at a local elementary school, I constantly get to “spy on” K-6 teachers. I have the daily privilege of witnessing their amazing energy and patience as well as their effective use of routines, learning tools, and classroom-management strategies. These teachers have inspired me to be more visual and organized, as evidenced by the brightly colored posters and student photos that adorn my classroom. They have also inspired me to be more in touch with the particular needs of each student.

One strategy that I have adopted in recent years is the parent-teacher conference, or as I call them, student-teacher conferences. In elementary school, these conferences serve to strengthen the parent-teacher relationship, encourage parent involvement in the child’s learning, and provide a venue to discuss strengths and achievements as well as areas for growth. Conferences can serve much the same purpose in our work with adults. The difference is that the student is now the “parent” who must participate and take responsibility for his or her own learning.

You might assume that adult learners automatically know what would be discussed in a student-teacher conference. I have found the reality to be quite the contrary: Adults, especially those with minimal education, can benefit tremendously from these periodic check-ins. Conferences also help us as teachers become more aware of student needs.

So what do student-teacher conferences

look like in practice? In my case, I introduce the idea to students toward the end of the term. I ask them to sign up for a five-minute time slot, and I have the sign-up sheet posted during the week of conferences (another trick I learned from observing K-6 teachers at my site). These miniconferences take place after class when the classroom is empty and quiet. Because of the low language levels of my students, the conferences are short and simple. I have the benefit of speaking Spanish for students at the lowest level. However, instructors who do not speak their students’ first language could ask that a bilingual family member or friend attend as a translator.

I keep an alphabetized binder with a section for each student where I can record goals, test scores, and anything that I would like to remember from conferencing with a particular student. I start with a basic check-in, asking questions such as:

- How do you feel in the class?
- How are you doing with the level 2 material? Is it too easy? Too difficult? Just right?
- How are you doing with your group/table? Do you work well together?

Next, we discuss the students’ goals (established at the beginning of the year) and their progress toward these goals. I always try to address both the student’s unique strengths and their challenges for learning. I share any standardized test scores (such as CASAS) with the student, and how these scores compare to previous scores.

Finally, I leave time for any questions and concerns the student may have. This agenda is loose and can be modified depending on needs. Occasionally, we spend the entire time talking about one particular issue. This is okay because it reflects the need of the student.

Since beginning student-teacher conferences with my adult students, I have noticed a marked improvement in my communication with students. Whereas before students would have been hesitant to say the material was too easy or if they had a problem with another student, I now find that they are much more willing to come to me with these issues. This willingness opens the door to brainstorm solutions they may not have considered. I have had several students request a change in level within the class during a conference, beginning the process to transfer to a higher-level class or our local community college. In other cases, I have learned about student challenges such as learning anxiety or vision problems that require special attention in the classroom. In general, I sense a better rapport with students and increased student motivation and accountability.

Whatever your context, I challenge you to try adopting student-teacher conferences for a semester. See what works for you and for your students. Though it will take time, I hope you will discover, as I have, that these conferences help both students and teachers grow in their understanding of one another and their learning journey.

Cassie Koop is an instructor in the Noncredit ESL Department at Santa Barbara Community College.

It’s Really Saturday, but It’s Thursday: Teaching in China

By Kay Grimmesey

It has been 14 years since I retired from teaching English and journalism in Southern California and 11 years that I have taught Oral and Written English at Fujian Hwa Nan Women’s College in Fuzhou, China. I first began teaching in China in 1998 but stayed home two separate early years to complete my TESOL certificate. I’ve continued to teach third-year students at Hwa Nan, a three-year vocational private women’s college, since 2002.

Since 1998, I’ve seen numerous changes in the province (state) of Fujian, such as lanes becoming major streets with traffic lights and a growing number of motorcycles and private cars replacing bicycles, the building of superhighways with separate tunnels for each direction of traffic blasted through mountains, regular trains giving way to fast-moving trains, two-story buildings giving way to high-rises, instant landscaping and gardens with transplanted full-grown trees, major shopping centers conveniently situated, numerous taxis and a far-reaching affordable bus transportation system, and colleges moving to more space in a “university city” outside the city center.

My women students, graduates of high schools, find internships in

companies in their third and final year at our college and report on their progress after finishing their fifth semester of academic classes. They also write their 3,000-word senior paper in English then and defend it with PowerPoint presentations before receiving their diplomas. Some choose further education to get their BA degrees and others look for jobs, with some continuing where they interned.

In my 11 years I’ve seen my students become women with professional careers. Most aspire to be career women for several years to pay back their tuition fees to their parents before considering marriage. They plan to continue their careers even after marriage. They are devoted daughters who want to be able to care for their parents and future families. Almost half of our students are from the countryside, so they work very hard to try to make life better for themselves and their families.

I was lucky because when I first went to China in 1998, there were no age restrictions. Today 60 is the upper age limit. If any of you aspire to teach abroad, do consider China, and even my college.

Oh, the title of the article? On a major holiday such as October 1, China’s National Day, a three-day holiday is changed into a weeklong holiday by substituting two days with the weekends. So Thursday’s classes might be held on a Saturday or Sunday.

INTEREST GROUPS

New Networking for TEW Professionals

By Blythe Musteric
TEW-IG Coordinator

Does the idea of *networking* scare you? Does it bring to mind images of parties and events in which you stand around and talk to strangers while you nervously hold a drink in your hand, secretly looking for the clock to see if it's time to leave? These kinds of parties are not only nerve-racking, but also time consuming, expensive, and not always fruitful. However, things have improved in the last few years. Today, networking is often done virtually. Although you can't completely replace real handshakes and small talk around a table, you *can* grow your network without leaving your home.

In the past, swapping contact information with someone you met at a conference didn't guarantee that the other person would actually do anything with it. As you know, it's easy to go home from conferences with an overloaded brain. By the time you recover from a conference, you are probably so busy with work that you forget to follow up with the people you met. You might see them at the next conference, but they might not remember you, and there's probably no chance that you are going to connect before then. With online networking, you're always just a click away from a contact. You can make connections with those people once a month instead of once a year.

If you are teaching in the workplace and you don't have an online presence, then how will businesses find you when they are looking for an instructor?

If you send in your resume to a school, it will most likely do a search on your name to find out more about you. You want the search results to show that you are well connected and an expert in your field. The good news is you don't have to be a techie to do this.

If you are teaching in the workplace and you don't have an online presence, then how will businesses find you when they are looking for an instructor? If you send in your resume to a school, it will most likely do a search on your name to find out more about you. You want the search results to show that you are well connected and an expert in your field. The good news is you don't have to be a techie to do this. The following networking suggestions require only an open mind, not a tech background.

First of all, networking is about making connections and engaging in two-way communication, so having a website is really not necessary. If you have the need to make announcements or post pricing or contact information, then you probably need a website or blog, but you don't need a website to simply grow your network.

Before you start networking online, you need to prepare a few things. Think about a one-sentence description of who you are and what you do. I suggest keeping an "elevator pitch" document in your computer that contains a few self-introductions of different lengths that you can copy and paste into "about me" pages on websites. You should also have an updated version of your resume. Next, you need a digital photo of yourself that you feel comfortable uploading to the web. The photo should be a head shot that makes you look professional. Finally, think about your purpose for networking. Who do you want to connect with? What are your goals?

Have you heard of Twitter and LinkedIn? These are the biggest and most useful social networking sites for professionals. On Twitter (www.twitter.com), you can find a huge number of TESOL professionals from all over the world talking about interesting topics and exchanging

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NNLEI Issues: Check Out the NNEST of the Month Blog

By Terry Doyle

As a member of CATESOL's NNLEI (nonnative language educators' issues) interest group, I would like to invite you to visit the "NNEST of the month" blog. The web address is www.nnesintsol.blogspot.com. This blog was first created in 2005. Previous interviewers have been Fu-An Lin, Amir H. Soheili, Lucie Moussu, Chia-Ying Pan, and since May of 2007, Ana Wu. As Ana wrote in an article in the *NNEST Newsletter* of May 2007 (vol. 9, no. 1), her intention "was to create a place where non-native speakers who feel isolated or are not able to attend TESOL can see our many faces, learn who we are and what we do, and find inspiration and support."

In fact, Ana has fulfilled this intention and much more. First of all, since she began, she has published an interview every month, without fail. When you read any of her interviews, you will begin to see how difficult and time consuming this is. In the past four years, the list of people she has interviewed reads like a who's who of applied linguistics. This list includes famous scholars such as Bonnie Norton, Dilin Liu, Henry Widowson, Claire Kramsch, Ryuko Kubota, Robert Phillipson, and Noam Chomsky, and also graduate students who have won leadership mentoring and distinguished research awards such as Rashi Jain, Vicente Sadraque, and Yong Yan Li, just to name a few.

The "NNEST blog" is now a place where scholars and students writing academic papers can get ideas and references and even ask their own questions or make suggestions about who might be a future interviewee. The people interviewed represent a diversity in terms of their place of

origin, their position in our field, and their ideological orientation. People living in many different countries have been interviewed. Not only famous scholars such as those mentioned above, but also school administrators, ESL and EFL classroom teachers, and graduate students have been interviewed. Questions vary from those that help us to get to know the people interviewed as people to those that help us to know generally what work they do. There is usually a list of references. Finally, there is ample opportunity for readers to ask questions and make comments.

To diversify the scope of the blog, Ana has decided to invite others to be interviewers from now on. Ana published her last interview (of Dr. Dilin Liu) for the February interview, but she is still working hard to coordinate efforts of the new interviewers and to pass on what she has learned doing this work in the past four years.

The new team of interviewers includes Ana T. Solano-Campos, a Costa Rican PhD student at Emory University; Davi Reis, a Brazilian professor at Duquesne University; Isabela Villas Boas, the general academic coordinator of the Institute Casa Thomas Jefferson in Brazil; Todd Ruecker, a PhD student at the University of Texas; Shu-Chun Tseng, a PhD student and writing instructor at Indiana State University; and me. We plan to follow Ana Wu's lead and show more and more "faces" of nonnative teachers all over the world and their expertise.

We hope you will visit the "NNEST of the month" blog frequently. We think you will find the interviews interesting and inspirational.

Terry Doyle teaches at City College of San Francisco.

My Top 5 Favorite Websites for Independent Practice

By Branka Marceta

TELL-IG Coordinator

We live in times when there's no shortage of Internet-based resources for teachers and learners of English as a Second/Foreign/New/World Language. Here's a list of my favorite five websites. Your list may be different, and if you have a favorite that you think should be in the top 10 list, please share it with us on our TELL Listserv at tell@catesol.org.

Activities for ESL Students: a4esl.org

Created and maintained by Charles Kelly, this project of *The Internet TESL Journal* (iteslj.org) has thousands of contributions by many teachers. Quizzes (some bilingual), tests, exercises, and puzzles are organized by topics and or difficulty level.

<http://a4esl.org>

Spelling City

Students practice their spelling with four activities: Spelling Test, Vocabulary Test, Teach Me, and Play a Game. You can use a ready-made list or upload your own.

<http://www.spellingcity.com>

English Listening Lesson Library Online

Listening lessons in the forms of Views, Mixer, and Games offer ample practice. Featured speakers have various English accents from all over the world. Activities include multimedia, free MP3 files, vocabulary tasks, language notes, print page, and more. The MP3 files and text on elllo are Creative Commons. Students and teachers are free to download, copy, and distribute these materials for educational purposes. They are not transferable for commercial purposes. Created by Roger Todd Beuckens.

<http://www.elllo.org>

Randall's ESL Cyber Listening Lab

Randall Davis has poured his heart and soul into this website since 1998. Listening quizzes are organized by difficulty level and practice the good pedagogy of pre- and postlistening activities, as well as extension practice. Through time he has created a number of other websites with specific topics such as slang, accent reduction, and conversational English.

<http://www.esl-lab.com>



www.tagxedo.com

Real English

This is by Mike Marzio, and in his words: "This site combines ESL/EFL grammar, lexicam items, and functions with the spontaneity provided by the people we meet casually during our filming campaigns. You will not find any actors here. All of our clips are based on people being themselves, speaking naturally and spontaneously, just like in the situations which learners will deal with when their training is finished, when they travel to English-speaking countries, or when they welcome English speakers into their homes and office."

<http://www.real-english.com>

Networking

Continued from page 14

ideas. You can also connect with businesses or schools that might use your services. If you have experience teaching in a specific industry, you can connect with people from those industries by doing a keyword search. The main concept of Twitter is to "chat" with people, 140 characters at a time. If you are new to Twitter, do a search on "how to use Twitter," and you'll find advice and videos on how to use this website.

LinkedIn (www.linkedin.com) is a combination of an online resume and business networking site. You can add information about your work history and professional interests, make connections with people you know, write and receive recommendations from colleagues,

and most important, join groups. By joining a group, you can participate in discussions and meet new people in your industry. There are groups for teachers, alumni, special interests, and clubs that you belong to offline. Many of your CATESOL colleagues are in a TEW group. You can find that group by searching for "Teaching English in the Workplace" on LinkedIn.

Another way to connect with people without joining a social networking site is to comment on blogs. Writing comments is great way to connect with authors, researchers, publishers, teachers, and people in the industries you'd like to teach in. Of course, the next step is to create your own blog so that other people can comment on *your* writing!

At first, you might find yourself spending a lot of time figuring it all out and getting con-

nected. (It *can* turn into a bit of an addiction!) But you really don't need to spend all of your time online. I recommend spending a few hours each month to keep in contact with people, and if you take a leave of absence for a few months, it's okay. Everyone does. You don't have to give up your hobbies just because you've joined the online world. Set aside time and call it your "professional development" or "marketing" time.

If you're new to all of this, keep an open mind and be patient with the technology and yourself. Don't write it off because you don't understand it. If you have questions or comments, please connect with me on Twitter (@blythe_musteric) or LinkedIn. You can also email me at blythe@ovient.com. I'll be happy to connect with you!

Appreciation

Continued from page 6

What if the conference were far away, or what if it were not available at all?

Because I enjoy conferences so much, I volunteered to go to Lusaka, Zambia, last summer with a small team through a group called BeyondUS to help put on a teaching conference. What I didn't really understand when I left for this trip was that a majority of teachers in Zambia have had little to no teacher training, there are few resources for professional development, and the turnover for the average teacher is less than two years. The conference was advertised for all teachers in the area, but the majority of the teachers who came worked at the community schools (many African nations have a three-tier model of education—government schools and private schools charge tuition, but community schools are free and volunteer run). The teachers we worked with have so much passion, but they have virtually no training. Their students are commonly orphans trying to make it in the world. Many of the children have HIV or AIDS, or they have relatives who do.

At the conference I found problems that I had not experienced. One teacher shared that she grew tired of some learners who couldn't read even though she had spent considerable time working with them. She asked how to help them read without spending the whole class time on reading. Another teacher described how he had no idea how to create a discipline system that didn't involve corporal punishment, and he explained that he didn't believe it was really even possible. Another teacher asked what I did



in my classroom when my students didn't have food. Another asked about how I supported students who were orphaned. My conclusion was that some of the most committed teachers in the world are teaching for no pay, without training.

If we had gone to Zambia with the goal of "fixing" Zambian education, we would not have served the needs of the teachers. The goal of our training was not to fix all of these problems in one training, but our goal was to connect teachers to each other so that they could support each other through these difficulties and creatively think of how to improve their classrooms. We trained them with mentoring and question-asking skills. We grouped them by geographical region so that more experienced teachers would know who needed support in their communities.

Then I realized that the human connection is the thing that I use least at conferences. Through teaching the teachers in Zambia how to network and ask questions, I realized that I rarely do that. I also realized that I rarely invest

in those whom I know need just a little bit of mentoring to really thrive and flourish in their own classrooms.

I often go to CATESOL conferences with the sole hope to "get something that I can do Monday," but I overlook the people around me whose ideas might solve a problem in my classroom, or the people who need an idea to solve a problem they're facing. This year as we prepare for the CATESOL Annual Conference, I really want to bring my mentoring and question-asking skills with me. I want to challenge myself to meet people and start problem-solving conversations rather than conversations that complain about budgets and cut hours. I also want to gain as many connections as possible to reinvest in the Zambian teachers who I will be returning to see this coming August. This year we are taking things a step further and collaboratively creating the conference and setting up a committee of Zambian teachers to keep mentoring and professional development going year-round. Who knows what can happen when teachers are willing to invest in each other?

Thank you, Kathy Flynn, Lynne Diaz-Rico, Kathleen Bywater, Margaret Teske, Tammy Borrero, and Janice Sakuma for your conversations with me as I was brainstorming for Zambia. (For more of what BeyondUS is doing in Zambia and around the world, be sure to visit: www.mosaicbeyondu.org.)

Tiffany Ingle, CATESOL's advertising coordinator, teaches at Glendale Community College and Pasadena City College. You can reach her at tiffanyi@glendale.edu.

Elementary Ed

Continued from page 5

ment standards to the CCSS standards in the near future. We will continue to update you on CCSS developments, particularly those affecting English learners.

Extra! Extra! Don't forget to submit your students' writing to the 2011 CATESOL Elementary Letter-Writing Contest. This contest provides an opportunity to have your students write a passionate letter to someone who has inspired them in a special way, such as their parent, guardian, or even you, their teacher! As in the past, we are grateful to Pearson Digital Learning for its anticipated generosity in recognizing two deserving English learners with \$100 prizes. Contestant winners will receive their awards at the CATESOL State Conference President's Luncheon in April in Long Beach. The contest criteria are as follows:

What: 2011 Elementary Letter-Writing Contest

Who Can Participate: English learner (EL) students in grades 1-6. Contestants must live within a 50-mile radius of Long Beach, site of the 2011 CATESOL State Conference.

Topic: Write a friendly letter to someone who has inspired you to be passionate about language. Describe either what has inspired you to be passionate about language, or who and why that particular person has inspired you to be passionate about language. Consider writing to your

teacher, grandparent, parent, sibling, friend, pastor, and so on. For grades 1-3, letters must be a minimum of 3-5 sentences. For grades 4-6, letters must be a minimum of 6-8 detailed sentences. All letters must be written in English. Optional: Illustrate your letter with artwork.

Deadline: *Deadline has been extended to February 28, 2011.* Letters can be emailed to Elsa Billings at billings@mail.sdsu.edu or sent via postal carrier to:

Elsa Billings
College of Education
San Diego State University
5500 Campanile Dr.
San Diego, CA 92182-1152

One \$100 award will be given for 1st-3rd, another for 4th-6th grades.

In humble appreciation and gratitude for all you do!!!

Dr. Elsa Billings is a professor of Education in Policy Studies in Language and Cross-Cultural Education at San Diego State University.

Reference

Kaplan, R. B. (2001). Foreword. In J. K. Hall & W. G. Eggington (Eds.), *The sociopolitics of English language teaching* (pp. vii-xiv). Clevedon, England: Multilingual Matters.

Cloudburst Fundraiser Fun, Tasty, Successful

Every year the Capital Area Chapter holds its Cloudburst Fundraiser to support part-time, non-benefited ESL instructors in the Capital Area in financial need. At our latest event, held December 10, 2010, we were able to raise \$631, which will go to a designated instructor.

The Cloudburst Fundraiser is always a fun-filled event with delicious food, wine tasting, and terrific music. This year, as usual, we enjoyed quite a banquet of tasty dishes. Guests were also able to sample different kinds of wine at the wine-tasting table. The live music was provided by one of the chapter members, who played at the event with her quintet.

As if that were not enough, a raffle featured great prizes such as gift baskets, gift cards, a discount coupon from UC Davis Extension, plus bottles of wine from the wine bar. All of these wonderful features served as a pleasant background for ESL instructors to network with each other. It was wonderful to see the guests spend-



ing their time chatting about what works and what doesn't work in their own classrooms.

Overall, the Cloudburst Fundraiser was a great success! Thanks so much to everyone who helped out in so many different ways!

Reported to Erika Rose (chapter coordinator) by Stephanie Anderson (treasurer), Leslie Freeland (web manager), and Laura Rodman (secretary).

Saroyan to Explore "Integrating Language Skills That Work"

The Saroyan Chapter of CATESOL will present a half-day spring conference, Integrating Language Skills That Work, for teachers of all levels and students. Melody Noll will deliver the keynote address, "Discussions That Work: The Magic of the 'Focused Conversation,'" followed by workshops and publishers' exhibit. Refreshments and snacks will also be on hand.

Registration and check-in begin at 7:45 a.m. Saturday, March 5, 2011, at Fresno Adult School, 2500 Stanislaus St., and the conference runs until 12:30 p.m. Registration for CATESOL Members is \$15 in advance, \$20 day of conference; for nonmembers, \$20 in advance, \$30 day of the conference; for students \$10 in advance, \$15 day of conference. Members and students must attach or bring proof of CATESOL membership to be eligible for the reduced rate. The registration form and further details about the conference are available on the CATESOL website, catesol.org. Contact saroyancatesol@gmail.com for more information.

Participation

Continued from page 6

CATESOL conferences are ideal venues for graduate students because the topics often have a local focus, and the proceedings are small enough to be less intimidating for first-time or "building confidence" presenters. Alliant students who submit conference proposals are guided through the process by their faculty, who provide tips on how to write conference abstracts. The students can practice their presentations in front of a group of their professors and peers, receiving feedback not only on their content, but also on their verbal and nonverbal presenting skills.

Last October, a number of Alliant graduate students attended—and several presented—at the San Diego Regional CATESOL Conference. After the conference, I solicited feedback from the Alliant students in attendance. The feedback from attendees and presenters alike was positive and reflected the range of their experiences.

Mira Malupa-Kim, an Alliant TESOL doctoral student and member of the CATESOL Graduate Student Leadership Corps, encouraged all TESOL graduate students not only to become members of CATESOL but also to get involved in the association. "The graduate student association promotes the involvement of graduate TESOL students in the field, and conference attendance is a great way to learn about and stimulate involvement in our professional organization."

Rosaelena, another doctoral student, reflected on her inaugural experience as a conference presenter this way: "Giving my first workshop at the CATESOL conference was nerve-racking; however, I was thrilled to be up there in front of all those people. Being in front of all the teachers and TESOL people was indeed scary, but my confidence to present and the professionalism shown up there was due to the knowledge and practical experience I've gained from my TESOL program."

While the Alliant student presenters are assured beforehand that they will find CATESOL conference attendees to be supportive, they must go through the experience to learn this firsthand. As Maria commented: "My presentation on speed reading was very well attended—people were sitting on the floor! They laughed at my jokes, had questions, and were very enthusiastic. Because I had researched my topic and worked on speed reading with real classes, I felt I had a lot to share—some of it not in-

cluded in my plans, but just emerged in the discussion in that presentation room. All in all, it was a very encouraging experience to present to colleagues and see their response."

The attendees' reflections on the conference demonstrate that the experience itself connects with each student on an individual level.

Saladin, a first-semester master's student, reflected this way: "I was very excited to attend my first CATESOL conference. From the opening plenary session to the closing activity, I would say that I was very impressed with the overall organization of the conference. ... There were so many interesting sessions that I found it difficult to choose which ones I wanted to attend. Finally, when the day came to a close, I found myself wishing that the conference would continue for just a little while longer."

Alliant has a number of novice teachers in its master's program, and the CATESOL conference is an ideal way for them to enhance their academic experience. Miji, from Korea, saw the conference as complementary to her course work. "As TESOL is a new field of study to me, I was excited about what I would see and experience in the CATESOL conference. The conference was full of energy with a lot of teachers, professors, publishers, and students who are related to TESOL field. ... I could meet many people and had a chance to develop my understanding about the TESOL field. It was impressive that many people who are related to TESOL field gathered in one place to share their new ideas and teaching methodologies."

Conference benefits go beyond learning new classroom techniques or networking, and they can not be completely anticipated. As Elizabeth made clear, each individual is affected in his or her own way: "I went to [a workshop] called Teaching From the Heart. What I liked most about this workshop was that as teachers we don't have to be perfect, but we should be real. I also learned that teachers should have a strong sense of personal identity in the classroom, and that having this sense of personal identity can help the students learn."

The voices of these students make clear that professional development becomes personal and meaningful through the real-world context of CATESOL's conferences.

Ken Kelch is an assistant professor of TESOL at Alliant International University.

Prior Knowledge

Continued from page 8

The problem, though, was not Kevin's; it was mine. With all the preparation and review I did, I forgot about him. He wasn't at par with everyone. Kevin got terribly ill and was out an additional two weeks. Unlike everyone else who was just two weeks behind after returning from break, Kevin was a month behind. And what fifth-grader remembers anything from the day before anyway, let alone two weeks ago? Top that off with his being an ELL. In that split second after his question, I was painfully reminded that I didn't activate *his* prior knowledge, provide background information, and therefore, could not build on it.

In the realm of American K-12 schools, science fairs are almost as American as apple pie. Even if the student is new to it, American parents know about science experiments, reports, and poster-board presentations. Although it's an annual tradition at our school, I relied too much on the fact that everyone knew about science fairs. But not necessarily my ELL. He didn't have that knowledge culturally, nor did I provide him with that background information. I assumed too much.

Vygotsky believed that students learn through social and instructional support. If the task is outside of a student's ability and without scaffolding, it is the instructor's responsibility to provide tasks and interaction within the student's zone of proximal development. After much reflection and self-evaluation, I rectified the situation. Here is what I did:

1. Reviewed the scientific vocabulary (scientific method, hypothesis, materials, procedures, results, analysis) and reexplained the steps;
2. Broke down the major task into smaller tasks;
3. Gave Kevin more time to complete the tasks;
4. Involved the family by explaining the tasks to Kevin's father through an interpreter; and
5. Regularly checked his progress.

Although my class comprises students of different achievement levels, special needs, and ELLs, the fact is they all could use ample review, background information, and scaffolding. But I do need to be careful about assuming, particularly when it comes to language and culture. By the way, Kevin completed the experiment and the log write-up within a week. He's well on his way to a successful science-fair project—the fifth-grade way!

Cecilia Salzer, Orange County chapter coordinator, teaches at Covenant Christian School.

“Hot Seat” Questions

Continued from page 20

This book, which will be published by the University of Michigan Press, will benefit our profession in two very important ways:

1. First, this will be a great reference book for teachers. How I wish I had had access to such a book when I started teaching ESL in 1979!
2. All royalties will be donated to an undergraduate TESOL scholarship at my university.

So how can *you* help this project? Send me a question! If your question is selected for inclusion, your name, city/state, and school affiliation will be published in the book.

Please email your questions to: mygrammarquestion@gmail.com.

Deadline is May 1, 2011; please send as soon as possible. Feel free to cross-post this message to as many people as possible! Multiple questions from one person are possible.

Thank you so much for your help with this book.

Keith Folse

Keith Folse, PhD, is professor of TESOL at the University of Central Florida and the Saturday plenary speaker at CATESOL 2011 Long Beach.

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*Proof of student or aide status is required.

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 - Teaching English in the Workplace (TEW)
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Upcoming Events

2011

March 5

Saroyan Chapter Conference

March 12

Inland Empire Chapter
Workshop

March 17-19

45th Annual TESOL Convention

March 26

Yosemite Chapter Workshop

April 7-10

42nd Annual CATESOL
State Conference: The Art and
Passion of Language Teaching,
Long Beach

April 30

Capital Area Chapter Workshop

October 1

Orange County Chapter
Workshop

October 8

Los Padres Chapter Workshop

CALL FOR PAPERS



The
CATESOL
Journal

Special Theme Section: Assessment and Learning Outcomes

The 2011/2012 issue of *The CATESOL Journal* will feature a special theme section on Assessment and Learning Outcomes, guest edited by Kathy Flynn. Please submit a short description of your proposed article to kathleenflynn@msn.com by April 18, 2011. Full drafts of articles will be due by May 27, 2011.

New Section: Teachers and Scholars in Training— The Future of CATESOL

The 2011/2012 issue of *The CATESOL Journal* will also feature a new section (which we hope will become a regular feature), Teachers and Scholars in Training—The Future of CATESOL, focusing on scholarship by and about graduate students in TESOL, guest edited by Christina Lorimer. If you are interested, submit a short description of your proposed article to clorimer1127@gmail.com by April 18, 2011.

Call for “Hot Seat” Grammar Questions

By Keith Folsie

Dear CATESOL Teacher,

I have been a member of CATESOL since 1997 although I have never lived in California or Nevada. I like your CATESOL organization a lot, and I have spoken at many CATESOL conferences. In fact, I will be a plenary speaker at this year’s 2011 meeting.

I have taught ESL/EFL for more than 30 years and have written many books. I am now working on book No. 56, which will be a reference book of grammar questions and answers for teachers (and teachers in training), and I am asking for your help.

The title of my new book is *Grammar Hot Seat Questions*. By a hot seat question, I mean those questions that our students ask seemingly out of the blue and that often catch us by surprise. Here are three examples of grammar hot seat questions:

- A student from Panama asked me: What’s the difference between *how many* and *how much*? Can I use one for the other?
- A student from Venezuela asked me: Why is it okay to say “I want to go” and “I need to go,” but it’s not okay to say “I will to go” and “I can to go”?
- A student in my class asked me today if there is a rule about *the* with bodies of water. She wanted to know why we say “the Pacific Ocean” and “the Amazon River” but not “the Lake Michigan”? Most of the students in this particular class are Japanese and Koreans.

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