

Fill Er Up
with Microsoft Word

Go NonLinear
w/ PowerPoint

Grammar meets Technology
w/ Azar

The

LINK

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the

Technology Issue

Fall 2012

A Fresh Take on Old Favorites

Submission Information

Find our current submission guidelines online at http://www.itbe.org/submission_guidelines.php

Snap shot of submission info:

- email to news@itbe.org
- subject line: "ITBE Link Submission"
- article: Microsoft Word attachment only (.doc/.docx)
- APA citations/references
- 1 space between words & after punctuation
- Pictures embedded
- Ideas for regular columns are welcome
- Submitted by the deadline
- No Press Releases, Please

Quarterly Deadlines:

June 15 September 15 December 15 March 15

The editors reserve the right to modify any material selected for publication to fit the available space, or to improve on clarity and style. Authors will be consulted prior to publication if changes are deemed by the editors to be substantial.

The newsletter is a publication of Illinois Teachers of English to Speakers of Other Languages/Bilingual Education, a non-profit professional organization, founded in 1970, which disseminates information, provides a forum, and serves as an advocate for students, educators and administrators in the field. Illinois TESOL*BE is an affiliate of TESOL, an international organization. Membership in Illinois TESOL*BE is open to all interested individuals. To join, please visit our web site at http://www.itbe.org/join_itbe.php.

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Correction

On page 36 of our *Spring 2012 Convention Edition*, in the article “Instructional Strategies for Developing the Literacy of Culturally and Linguistically Diverse (CLD) Students” by Yurimi Grigsby and Lauren Wellen a citation was missing. Rather than the original “It is particularly important for teachers to ask how their particular backgrounds have shaped their thinking because as a group, teachers are strikingly homogenous,” it should have read “Hinchey writes, “It is particularly important for teachers to ask how their particular backgrounds have shaped their thinking because as a group, teachers are strikingly homogeneous” (23, 2004).” With these additional references included: Hinchey P (2004). *Becoming a Critical Educator: Defining a classroom identity, designing a critical pedagogy*. New York: Peter Lang.
Hinchey, Patricia, H. (2008). *Action Research Primer*. New York: Peter Lang

Call for Submissions: Winter Issue The ITBE LINK Deadline: December 15, 2012

The ITBE Link is now accepting articles for the Winter Issue. Early submissions are encouraged. We welcome resource reviews, professional ideas, reflections, practical tips and scholarly work. Consider writing about field trip and lesson ideas for spring, ways for teachers to use their winter break effectively, great ideas for professional development, why you are excited about the upcoming ITBE conference, ways to maximize professional development and get the most out of conferences, reviews and reflections on any fall workshops or conferences you've been to, what new teachers should know about the ITBE conference, teaching ideas for snow/winter, ways to prep for the spring semester, good over break assignments, ways for students to keep up their English over break or whatever else you think would be helpful to your fellow ESL?BE professionals this winter. Details at <http://www.itbe.org/newsletter.php>

No Press Releases Please

TESOL Advocacy Day

By Debbie Sternecky, ITBE Executive Secretary

Report on TESOL Advocacy Day, June 18 and 19, 2012, Washington, DC

On June 18 and 19, 2011, an Illinois delegation attended TESOL Advocacy Day in Washington, D.C. The delegation consisted of Tim Collins, Professor of ESL and Bilingual Education at National Louis University and board member of International Teachers of English to Speakers of Other Languages (TESOL); Elisa Marques, Bilingual teacher at Chicago Public Schools and Past-President of Illinois TESOL-Bilingual Education (ITBE); and Debbie Sternecky, ELL teacher at Jefferson Jr. High School in Naperville and Executive Secretary of ITBE.

On June 18, TESOL delegates from across the nation were provided with training on the fundamentals of advocacy and were briefed on TESOL's recommendations for ESEA's Race to the Top, Professional Development of ESL teachers, and funding of the Workforce Investment Act (WIA). Presenters at the training were: Rosalinda B. Barrera, Ph.D., Assistant Deputy Secretary and Director, Office of English Language Acquisition (OELA) and Joanne H. Urrutia, Ed.D., Deputy Director, Office of English Language Acquisition (OELA); Alyssa Adams, Legislative Assistant for Congressman Grijalva (D-AZ); Sergio Gonzales, Legislative Assistant to Senator Michael Bennet (D-CO); and Livia Lam, Senior Policy Labor Advisor for George Miller (D-CA). In addition, Ellen Fern, a lobbyist with Washington Partners, coached us on how to have an effective meeting with our legislators.

On June 19, the Illinois delegation had meetings with five Senate and House education staffers on Capitol Hill: Waverly Gordon, Legislative Assistant for **Representative Jan Schakowsky** (D-9th District, IL); John Neureuther, Legislative Correspondent for **Senator Dick Durbin** (D-IL); Bryan Ryckman, Education Aide for **Representative Judy Biggert** (R-13th District, IL); Jordan Hynes, Legislative Correspondent, and Jeannette Windon, Professional Staff Member, for **Senator Mark Kirk** (R-IL); and Charles Dujon, Legislative Director/Appropriations Associate for **Representative Jesse Jackson, Jr.** (D-2nd District, IL).

The Congressional staffers were very receptive to the interests of English Language Learners in Illinois and most took notes at the meetings. The meetings lasted between 20 and 45 minutes each.



Bryan Ryckman, Education Aide for **Representative Judy Biggert** (R-13th District, IL)



John Neureuther, Legislative Correspondent for **Senator Dick Durbin** (D-IL)



Jordan Hynes, Legislative Correspondent, and Jeannette Windon, Professional Staff Member, for **Senator Mark Kirk** (R-IL)



Charles Dujon, Legislative Director/Appropriations Associate for **Representative Jesse Jackson, Jr.** (D-2nd District, IL)



Waverly Gordon, Legislative Assistant for **Representative Jan Schako**

On behalf of English language learners and educators in Illinois, the Illinois delegation made the following recommendations (Note: Catherine Cohoon, Naperville 203 Director of English Language Learning Services, and Cathy McCabe, ITBE Adult Education SIG Co-chair, contributed to these recommendations):

1. ESEA (specifically *Race to the Top*)

- a. *Race to the Top* needs to account for special populations, including ELL and Special Education.
- b. A growth model should be used to assess students, including weighting based on the level of language proficiency (with more weight given to language proficiency than academic content in the beginning levels of language acquisition).
- c. Teachers should only be evaluated in the areas they teach (for example, a science teacher should only be evaluated on students' science scores). The delegation specifically discussed the fact under *Race to the Top*, teachers are currently evaluated based on the overall performance of their students. Because of the potential for punitive action against teachers (e.g., lower job evaluation scores, lower pay, less job security), the delegation expressed concern that teachers may feel compelled to "teach to the test," thus narrowing the curriculum. Since the current rules don't allow for special populations, the current structure may lead general education teachers to be less welcoming to ELL students in their classrooms.

2. Professional Development:

Under current law, as of 2014 new teachers will be required to receive a beginning level of competency in teaching ELLs. However, there is no such requirement for existing teachers. The Illinois delegation recommended that all inservice teachers receive at least the minimum inservice in teaching ELLs as the new teachers. The delegation also recommended the law provide funds for this professional development.

3. Workforce Investment Act (WIA):

- a. HB 4297 consolidates the funding stream of WIA. The Illinois delegation recommended that the funding stream for Adult ESL be kept separate from the general funding for WIA. The delegation expressed concern for further marginalizing of adult English learners if the funding stream is combined, since state leaders would not otherwise make ESL programs a priority.
- b. Regarding EL/Civics, the delegation asked for this program to be firmly stated in the statute. The delegation explained the importance of the program to the students and the community, and explained that the program will disappear if it is not specifically authorized

Fill ‘Er Up

Using **Fillable** Forms in Microsoft Word

by Kathleen Reynolds, Instructor in the English as a Second Language and Linguistics Department at Harper College in Palatine, IL

Microsoft Word certainly isn’t a new or flashy technology tool, but one of its lesser-known features can make your job (and students’ work) a lot easier.

Fillable forms, which you can create through the “Developer” tab on Microsoft Word 2007 or 2010, are documents where users can only type in designated areas, which are highlighted. Multiple choice and check box fields can also be created.

This Youtube video provides a good overview of how to create a fillable form:

<http://www.youtube.com/watch?v=1I6l6OYx8Jg>

After discovering *how* to create fillable forms, the next logical question is: why would a teacher want to use fillable forms? Here are a few answers:

- They are “green”—no need to print.
- They are easy to create from existing documents—no need to re-type.
- They work well with online assignments (for example, watching a video and answering questions).
- They keep papers and assignments looking the same.

Listen to the story. Complete the missing words with –ed. Then type each word into the correct column by sound. Tell your teacher when you are finished. You will then work with a partner to check your answers and practice your pronunciation of /ed/ words.

Are you following me?

I was five years old and _____ kindergarten at a school two blocks from my house. Although I was young, I always _____ to and from school alone. My mother did not want to wake up my younger sister, who often _____ in the mornings. Also, our town was calm and peaceful, so she wasn’t _____ about my safety.

One day after school, I saw that it had _____ a lot. I _____ my warm winter coat, snowpants, hat, gloves, and scarf that day. The snow _____ above the top of my head, but luckily the sidewalk had been _____.

I had _____ only a few steps before I _____ that something was following me. I _____ around to see a dog—but not just any dog! Many than anything, this dog _____ a wolf. It was large and grey; yellow eyes _____ in its head.

Some children would be _____ to see a dog, but unfortunately I was quite _____ of this animal. Taking deep breaths, I _____ myself. I _____ that my mother had told me never to run from a dog, since it might chase me. Very slowly and deliberately, I _____ home through the snow.

Academic Word List Vocabulary Assignment

Name: Date: Chapter:

Word: <input type="text"/>	Page Number: <input type="text"/>	Part of speech: <input type="text"/>
Sentence from book: <input type="text"/>		
Definition: <input type="text"/>		
My sentence: <input type="text"/>		

Word: <input type="text"/>	Page Number: <input type="text"/>	Part of speech: <input type="text"/>
Sentence from book: <input type="text"/>		
Definition: <input type="text"/>		
My sentence: <input type="text"/>		

Word: <input type="text"/>	Page Number: <input type="text"/>	Part of speech: <input type="text"/>
Sentence from book: <input type="text"/>		
Definition: <input type="text"/>		
My sentence: <input type="text"/>		

With a little more formatting, it is also possible to create fillable graphic organizers for students to complete individually or in pairs in a lab setting.



For instance, this Vocabulary Assignment form serves as a template for students to complete by filling in blanks and using drop down lists. Having a standardized form made the assignment significantly easier for teachers to grade.

Another example would be this Guided Writing Assignment, where students are given an essay with details missing. Individually or in pairs, they complete the paragraphs in the blanks provided.

Adding Details to Complete an Essay (adapted from pages 72 – 74 of *College Writing Skills*)

In the following essay, specific details are needed to back up the ideas in the supporting paragraphs. Using the spaces provided, add a sentence or two of clear, convincing details for each supporting idea in bold. This activity will give you practice at supplying specific details when you write an essay.

When our family decided to give up watching television and playing games on our computers for a week, my parents, my sister, and I thought we would have a terrible time. How could we get through the long evenings in such a quiet house? What would it be like without all the TV shows to keep us company? How could we possibly survive without Angry Birds? We soon realized, though, that living without TV and computers was a stroke of good fortune. There are three positive effects of taking a break from television and online entertainment.

First, taking a break from TV and computers leaves more time for personal interests. **In my family's case, we read more that week than we had read during the six months before.**

We each also enjoyed some hobbies we had ignored for ages.

In addition, my sister and I both stopped procrastinating with our homework.

Fillable forms can also be used to simplify and standardize office and administrative work. These documents can be posted on a website, emailed to students, or placed on a shared drive (if available). Each student saves a unique copy of the file. They can re-name that copy and submit via email, web, or on a drive as appropriate.

Try using fillable forms for quick quizzes and tests, as a template to assign regular homework, or to accompany an online activity. You will be surprised at this new way Microsoft Word can work for you in the classroom!



A Note from the Adult Ed SIG Chair:

Hi everyone! The beginning-of-semester intensity seems to be abating somewhat for me, and hopefully, for all of you. Now's the time to take a breath and look forward! ITBE is hosting their FALL WORKSHOP at Concordia University in River Forest on October 13th. I plan to have an update on WIA 2012 and other Adult Ed advocacy issues and brainstorm ideas for upcoming workshops. I hope to see you there!

There have been some changes in the past few months. Lillian Kutz, our elected Co-Chair, will not be able to serve out her term due to schedule conflicts. In addition, I've become a down-stater! I've accepted a teaching position at Western Illinois University in Macomb. I will continue to serve as Adult Ed Chair for this academic year, and hope to continue on the ITBE Board as a Member-at-Large starting next July. However, **the search is on for a new Adult Ed Chair and/or Co-Chair!** Are you interested in becoming a more active member in ITBE? Do you know anyone who might be interested in serving our members as Chair or Co-Chair? You don't need to wait for the next election! Let me know of your interest and I can ask the board to appoint you as Co-Chair for this term. I will begin sending out emails after the Fall Workshop for nominations. Voting for new board positions takes place during the ITBE February Convention.

As always, I'm looking for ideas for newsletter articles and speakers. Please take a minute the next time you have an idea that you think others might be interested in and send me a quick email:

adultsig@itbe.org.

See you at the Fall Workshop!

Cathy McCabe

ITBE Fall Workshop Language Skills- Part 1 Speaking and Writing

Saturday, October 13th, 2012
9am-1pm

Concordia University Chicago
Christopher Center
7400 Augusta St.
River Forest, IL 60305

CPDUs and Adult professional development endorsements
will be available.

No need to pre-register! Registration is
on-site.

\$15 non-members - \$10 members
FREE to new members who join ITBE

Non-linear PowerPoint Presentations

by Patricia Galien, Intensive English Language Program at Moraine Valley Community College

We have all heard the expression “Death by PowerPoint.” We know that it refers to the pain of having to sit through slide after slide of a long and not very interesting linear PowerPoint presentation. A few years ago, there was an T.V. ad that illustrated this point perfectly. The presenter was at the front of the room. The camera panned to a very bored audience, and the presenter said, “And now let’s continue on to slide number 253.” You know the pain, and your students know it too. Despite these negative connotations, PowerPoint presentations can be non-linear, interactive, and very cool.

Presentations Used In-Class

These non-linear presentations fit into two categories. The first category includes games and practice exercises that are used in class. They are activities that either present a new concept or reinforce something the class has already studied. One of the first interactive PowerPoint presentations that I made helps students learn to distinguish between fact and opinion. When I use it in class, students sit in pairs. They divide a piece of notebook paper into two columns. In one column the pairs take notes on what makes a statement a fact, and in the other column they take notes on what makes a statement an opinion. Each PowerPoint slide has a statement and two buttons; one button is labeled *fact* and the other *opinion*. As a class, we decide which button to click, and the presentation tells us if we are correct or incorrect. We

then discuss the reason the statement is a fact or an opinion, and the student pairs add the reason to their notes. This presentation can be accessed at <http://online.morainevalley.edu/websupporter/PatriciaGalien/documents/FactOpinionCom.ppt>.

A second example of an interactive PowerPoint presentation that can be used in class is a concentration game that reviews the punctuation used in sentences of cause and effect. The game reviews the different punctuation rules for coordinating conjunctions, subordinating conjunctions, and transitions. For this game, students work in teams. I write the words *as a result*, *so*, *since*, *consequently*, *that is why*, *because*, and *for this reason* on the board. The teams take turns attempting to match the picture cards on the PowerPoint presentation. When a team makes a correct match, one of the team members comes to the board. Using the pictures as prompts and one of the seven words or phrases on the board, the student writes a sentence of cause and effect. This concentration game can be found by clicking the following address

<http://online.morainevalley.edu/websupporter/PatriciaGalien/documents/ConcentrationCauseEffect.ppsx>.

Presentations Linked to a Course Management System

The second use of non-linear PowerPoint presentations are those that students use to study outside of the classroom. They are posted on a course management system such as Blackboard and assigned as homework. Using non-linear PowerPoint presentations in this way has a positive effect on instruction in two ways. First, it makes learning more efficient. Assigning online materials for homework saves class time. When these assignments are followed with an online quiz, instructors can review the results before class and identify the points students find most challenging. The instructor can then target these points during class time. Second, non-linear presentations save students' time by giving them the freedom to follow their own needs and curiosities. For example, if students are assigned to review the eight parts of speech, with a non-linear presentation, they can skip the things they already understand and focus on what they don't. Instead of going through the presentation slide by slide, students can click on buttons to access the information they want to review. These buttons are illustrated below.



The entire presentation can be accessed at <http://online.morainevalley.edu/websupporter/PatriciaGalien/documents/PartsofSpeech2.pptx>.

(Please note that this is a large file, and it will take a little time to download.)

Another advantage of posting presentations on the course management system and assigning them as homework is it gives the instructor the freedom to teach without being tied to a textbook. Unlike a paper and ink text, non-linear presentations make materials come alive with photos, videos, and links.

Making Non-Linear PowerPoint Presentations

If you are interested in learning how to make interactive, non-linear PowerPoint presentations, you can learn more here - <http://online.morainevalley.edu/websupporter/PatriciaGalien/documents/NonlinearPPTComp.ppt>.

All of the materials referenced in this article can be found on Patricia's blog *A TESOL ESL File Drawer* at <http://pjgalien.wordpress.com/>.

AzarGrammar.com: a reminder

by Cathy McCabe, Lecturer in the Western Illinois University WESL Program

This week I was reminded of a wonderful resource for teachers. Many of us discover websites and tools in our quest for the perfect lesson. However, we often get too busy to go back and check those sites for updates. The other day, one of the most experienced teachers in our program stopped me in the hall and commented on the wealth of material available on the Azar Grammar site. This teacher had been assigned a class that she had not taught recently and was searching around for some new ideas when she accidentally stumbled across AzarGrammar.com. I decided to check it out once again, and there is just so much good information on the site that I decided to do a mini-review.

(Disclaimer: No, I am not working for the Azar empire!)

I think that the most wonderful part of the website is the “Teacher Talk Blog.” Each time I sit down to look for a grammar worksheet, I get distracted by the blog! As teachers, we never have enough time to think about and discuss language learning. The blog makes me feel a little bit more connected to the larger language teaching world. One example is this world-wide discussion on the pros and cons of the communicative approach:

<http://azargrammar.com/teacherTalk/blog/2011/04/why-i-am-not-a-fan-of-the-communicative-approach/>

The next part of the website worth highlighting is the “Classroom Materials” section. Yes, this is the place to find more worksheets, songs, and additional practice ideas, but it is also the area with the PowerPoints! For those of us with access to technology at least some of the time, PowerPoints are another way to supplement grammar instruction and grab student attention. Regardless of which skill you are teaching, students need more practice with grammar. I frequently put links to these slides on my class webpage so students can go back and review as often as they like.

Have you met the Talking Heads? You can also find the Talking Heads on the site in the “Grammar Speaks” section. Ms. Azar developed animated speaking characters that explain grammar points. Talking Heads are great to use in a computer lab setting, or again, to add to the class website for more out-of-class practice. During computer/language lab time, you could use a Talking Head presentation to review the grammar required for the lab activity and follow up with an on-line worksheet for more practice before moving into the activity part of the lesson. Here’s the Simple Present Talking Head introducing herself:

http://azargrammar.com/grammarSpeaks/fegi/fegi_chapter01/fegi_01_000.html

Finally, don’t forget to check out the “Author’s Corner” where Ms. Azar has gathered resources related to the theory of grammar teaching. This particular section has video of Ms. Azar’s TESOL presentations and links to articles she has published, as well as her reviews and comments on related articles by other authors. So, whether you are new to language teaching, or you have been doing it forever and a day, check out the Azar site and see what new resources you can find. Thank you Betty Azar!

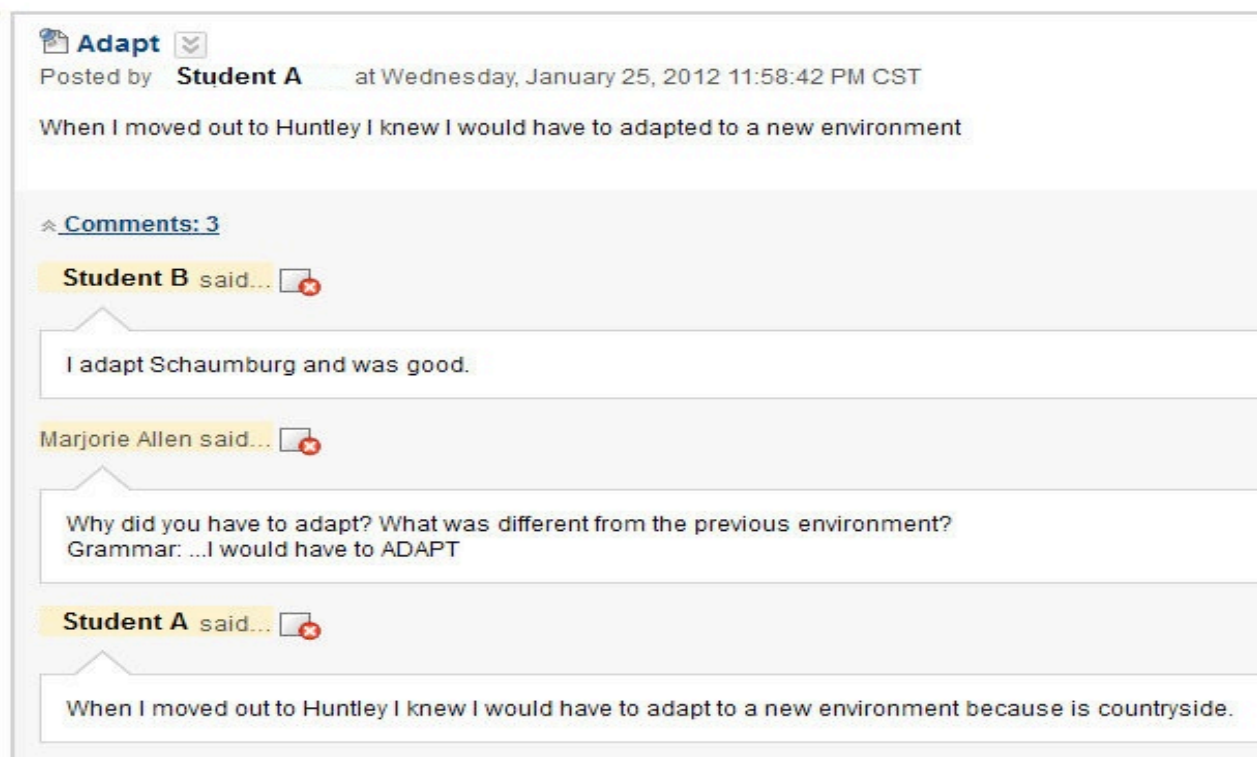


Vocabulary Blogs

by Marjorie Allen, Assistant Professor in the English as a Second Language and Linguistics Department at Harper College in Palatine, IL

If you are looking for a low-stress next step in your Blackboard use, I recommend a vocabulary blog. In recent semesters, some colleagues and I have experimented with blogs in advanced reading classes. Students use them to submit sentences they have written to show understanding of target vocabulary and, afterwards, comment on their classmates' postings.

In my reading classes, the blogs are the final activity in a series of vocabulary practices. After looking up meanings, finding real-life examples, and identifying parts of speech, students construct their own sentences for five target words. I typically create a blog in Blackboard for each word. (Select "course blog," which makes it available to the entire class, and be sure not allow anonymous posts.) Students then submit an original sentence idea to each word blog by the due date. Next, they post feedback on their classmates' sentences by a second due date. Although I direct students to comment on whether the sentence helps them understand the word, some remark on grammar. During the feedback period, I add responses to the conversations, and students submit revised sentences based on the feedback. Here's an excerpt from a blog on the word *adapt*:



The screenshot shows a Blackboard blog post titled "Adapt". The post is by "Student A" and was posted on Wednesday, January 25, 2012, at 11:58:42 PM CST. The main text of the post is: "When I moved out to Huntley I knew I would have to adapted to a new environment". Below the post, there are three comments. The first comment is from "Student B" and says: "I adapt Schaumburg and was good." The second comment is from "Marjorie Allen" and says: "Why did you have to adapt? What was different from the previous environment? Grammar: ...I would have to ADAPT". The third comment is from "Student A" and says: "When I moved out to Huntley I knew I would have to adapt to a new environment because is countryside." The word "adapted" in the original post and "ADAPT" in the comment are highlighted in yellow.

The blog feature, included among the communication tools in Blackboard 9.x, can be set up in a few clicks. After the instructor models the steps and facilitates a practice session during class, students complete the blog homework independently. Even technophobes can quickly get the hang of it.

The overall response to the vocabulary blog homework has been positive, and I believe students benefit from the increased input and feedback. By reading their classmates' sentences, students are exposed to varied usage of the target vocabulary. As they comment, they become more aware of the ways sentence structure and parts of speech affect meaning. The blog interaction motivates them to complete the assignments, and a responsive audience makes students want to write something. Typing sentences provided an incidental benefit by eliminating the frequent complaints about illegible handwriting. As a result, the vocabulary blog has turned a repetitive homework assignment into an engaging shared experience.

The shared interaction benefits not only the students but the teacher as well. The electronic collection of sentences and feedback allows me to see where the class has trends of misunderstanding and creates a bank of materials for future review or assessment. These benefits, coupled with this simple setup, prompt me to recommend a vocabulary blog as a meaningful tool for pedagogy.

Professional Planner

October 13, 2012 – ITBE Fall Workshop

Concordia University, River Forest, IL

November 30, 2012- ALRC Fall Conference

Indian Lakes Resort, Bloomingdale, IL

February 22-23, 2013 – ITBE Annual State Convention

Lisle, IL

March 20-23, 2013 – TESOL Convention

Dallas, Texas

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TBA

Check www.itbe.org for details



FEBRUARY 2012

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