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ESL Listening Materials

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The

LINK

ITBE

the
Convention Edition

Spring 2012

Recapping & Reflecting

Convention Reflections, Presentation Recaps, Awards, Poetry Contest Winners and a look ahead.

Introducing the
ITBE LINK

a quarterly professional publication from IL-TESOL*BE

also referred to as

the Link

Congratulations & Thanks to
Marie Friesema
Wheaton College

for submitting the name *The Link* in our Name the Newsletter search

The Link replaces the Newsletter as our quarterly publication beginning with this issue. It will take a little while for the name to be changed everywhere, but we welcome the new name as it better reflects the 30+ page publication our newsletter has become.

***We hope you will be among the first to write for The Link.
Our next deadline is June 15.***

Submission Information

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

Snap shot of submission info:

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- subject line: "ITBE Newsletter Submission"
- article: Microsoft Word attachment only (.doc/.docx)
- APA citations/references
- File size less than 2mb
- Standard spacing- 1 space after punctuation marks
- Ideas for regular columns are welcome
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Quarterly Deadlines:

June 15 September 15 December 15 March 15

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Looking Back:

“Getting the Balance Right” Convention 2012

On February 24 & 25, ITBE held its 48th annual convention. It was a wonderful atmosphere to network and gain new perspective from colleagues! This year, we had approximately 550 attendees. Just to reiterate a few of the highlights:

Log on to the ITBE website to check out the **presenter handouts** from the convention.

Four scintillating plenary speakers provided a strong foundation for the convention. **Dr. John Nelson** of University of Maryland Baltimore County spoke on simplifying grammar terminology in a way that ELLs can understand. His address entitled, “A New Approach to Teaching Grammar” outlined the difficulty in traditional grammar terms such as present participle, auxiliary, and perfect tenses. As an alternative, he suggests teaching a simpler framework, including verb forms, helping verbs, verb tenses, connectors, and control verbs. For a full description, see Dr. Nelson’s handout in the Member’s Only Area of the ITBE website.

Dr. Randi Reppen, who was graciously sponsored by Cambridge University Press, gave us an informative look at balancing corpora, research, and language teaching. She demonstrated how authentic language samples can be generated on websites, such as [Corpus of Contemporary English \(COCA\)](#), [Michigan Corpus of Academic Spoken English \(MICASE\)](#), and [Michigan Corpus of Upper-Level Student Papers \(MICUSP\)](#). These websites can be used to teach articles, as well as create fill-in-the-gap worksheets.

Saturday morning’s plenary, **Dr. Robin Sarcella** of University of California at Irvine, spoke on teaching both the formal and informal registers as a means to achieving academic language competence. Her talk was entitled, “Getting the Balance Right: Teaching Academic Language and Foundational Language to English Learners.” She suggested several practical techniques such as providing an informal dialog and having students translate the dialog into a more formal register.

Kory Stamper, of Merriam-Webster, provided a fun close to the convention by providing us with an entertaining history of the English Language. If only all history teachers were this exciting! For those who weren’t in attendance, you can catch a glimpse of Kory’s sparkly personality and wit by watching her [online video clip](#) explaining the plural of “octopus.”

Also at this year’s convention was a continuation of the **Tech Showcase**. Participants gleaned a variety of resources including game making, Glogster to make posters, pronunciation freeware, listening/speaking websites, hypermedia, GIS mapping, corpus tools, organization tools, like LiveBinders, and snippy tools.

Among the selection of breakout sessions, were **invited speakers** including Judith Diamond, William Stone, Peter Sokolowski, Margo Gottlieb, Ed Murphy & Elizabeth Kolany, and Judy Yturriago. Addressing the SIG Sponsored If you have suggestions for featured speakers or topics you’d like to see addressed at workshops or next year’s convention, please contact the Convention Committee at convention@itbe.org. We would appreciate your suggestions and work to implement them.

Heather Torrie
President, ITBE

Conference Reflections

I enjoyed this year's ITBE-TESOL Conference on a number of levels. As a student and newcomer to the profession of teaching English after 20+ years in the engineering world, I am soaking up as much content as I can about methods of teaching.

I liked that the plenary sessions were sufficiently different from each other and provided excellent information and ideas from subject experts. Of the other sessions I attended, most were worthwhile. Those that called for some sort of audience engagement rather than simply transferring information were most helpful and memorable. In the "very informative & entertaining" category, Merriam-Webster representatives Peter Sokolowski and Kory Stamper should receive standing invitations to present at our conference every year.

Finally, the five-minute conversations I had at various times with acquaintances and people I met for the first time proved very valuable and encouraging. Two professionals shared some helpful (and very funny) strategies they have used in difficult classroom environments. An experienced teacher urged me to highlight specific aspects of my past experience in different fields as I explore future teaching options. I would not have received the benefit of those conversations had I not attended. I look forward to future conferences and future involvement.

Sincerely,

*Mike Canning
Graduate Student
Wheaton College*

*Want to be a part of next year's conference?
Consider running for the ITBE Board!
See ITBE.org for details.*

Conference Reflections

John E. Nelson and Kory Stamper were surely the greatest pleasure of the conference. Dr John's innovated grammar approach was a definite eye opener for me and I am planning to use his terms and methods to teach my ESL students using his book! I hope I see more hands on craft implemented lesson tips to be presented in the future. I also hope to see more sessions based on contextualized instruction. Overall it was a wonderful conference! I deeply appreciate everyone who put efforts together to hold this wonderful conference.

Kang Hee Hong

Wow! The Convention was Great!

In the first week after the convention, I found myself using several new resources for teaching and learning. On Monday, I had a student schedule a special appointment for help with pronunciation. She was encountering new words in her reading and wanted to know how to say them correctly. I, of course, immediately thought of learnersdictionary.com, which I learned about during Peter Sokolowski's presentation on the Merriam-Webster's Advanced Learner's English Dictionary. This great on-line (and free) resource has an audio file with the pronunciation for every word in the dictionary. My student can easily access an audio pronunciation now! Later in the week, I developed an outline for an opinion paragraph for my intermediate writing students. After listening to Vit Vanicek (University of Illinois Chicago) talk about the power of visualizing, I was inspired to use large boxes of varying shapes for each of the parts of the paragraph. I think that this format will be less intimidating for all the students in class. Finally, I started units on the past tense in two different classes that week. I gleaned one little factoid about past tense verbs from both Randi Reppen's (Northern Arizona University) talk on using corpora in the classroom and Kory Stamper's (Merriam-Webster) thoroughly entertaining history of English: irregular past tense verbs are older than regular past tense verbs! I shared this information with my beginning level students and now they have another way to think about past tense English verbs! All in all, it was a great convention for me and my students.

Cathy McCabe, Adult Ed SIG Leader

Free ESL Listening Materials on the Internet

By Maja Grgurovic

As teachers try to bring authentic listening materials to ESL classrooms, many of them turn to the Internet for help. A Google search for free ESL listening materials returns more than 2 billion results! How does the teacher decide which websites to use? What are some specific features to look for in online listening materials? Below, five qualities of good-quality listening materials are discussed and their importance explained as supported by research and practice.

Quality 1: Materials Should be Appropriate for Students

To be able to determine whether listening materials are appropriate, there should be some indication of their difficulty level, topic, and structure. Many websites, such as *Randall's ESL Cyber Listening Lab* categorize listening excerpts by level

(see Figure 1), and offer an idea of the general topic. Topics should be selected based on their relevance to course content and appeal to students. The evidence of structure (pre-listening, listening, post-listening activities) is especially significant for individual students working outside of class, as this structure should help activate students' schema and background knowledge (pre-listening), offer listening practice (listening), and provide an extension of that practice (post-listening). *Randall's Lab* is an excellent example of materials organized in this fashion.



The screenshot shows the website www.esl-lab.com/index.htm. The main content area is titled "General Listening Quizzes" with a subtitle "[Listen to Everyday Conversations with Adult and Children's Voices]". Below this, there are three columns of listening materials categorized by difficulty level: Easy, Medium, and Difficult. The "Easy" column includes items like "Answering Machine", "A Day at School", and "Apartments for Rent". The "Medium" column includes "A Student Credit Card", "A Healthy Lifestyle", and "A Hiking Family". The "Difficult" column includes "72-Hour Emergency Kit", "A Free Cell Phone!", and "A University Degree".

Easy	Medium	Difficult
Answering Machine	A Student Credit Card	72-Hour Emergency Kit
A Day at School	A Healthy Lifestyle	A Free Cell Phone!
Apartments for Rent	A Hiking Family	A University Degree
Camping Under the Stars	A Story to Remember	ABCs of Money Matters
Christmas is Coming!	Alcoholics	Adsense: Making Money
Clothing Styles	Anonymous	Cancer Treatment
Business Communications	Back to School Supplies	Car Accident
College Life	Baking Cookies	Car Repairs
Daily Schedule	Breakfast Recipes	Dating Woes
DVD Movie Rentals	Budget Hotel Rooms	Divorce Lawyers
Eye Glasses for You	Car Rental	Driving Road Test
A Fun Day	College Majors	Enjoying the Zoo
Family Activities	College Textbooks	Easy Pet Care
Family Relationships	Computer Sales	Flower Shop
First Date	Dinner Time	First Mountain Bank
Getting Around	Driver's License	Friday Night Mishaps

Figure 1. *Randall's Lab*: Listening excerpts sorted by difficulty level

Quality 2: Materials Should Help Learners Develop Listening Strategies

Language strategies research (O'Malley et al., 1989; Oxford, 1990) provides lists of useful listening strategies that should be incorporated into well-designed online materials. An example of listening and note taking

strategy practice is included in *Online Materials Development (MIAP)* site (see Figure 2). There, learners can take notes in a space provided next to videos of academic lectures on astronomy and horticulture. Similarly, a strategy for monitoring comprehension is employed by offering comprehension questions during listening, which help divide the aural text into more manageable units, thus easing comprehension.

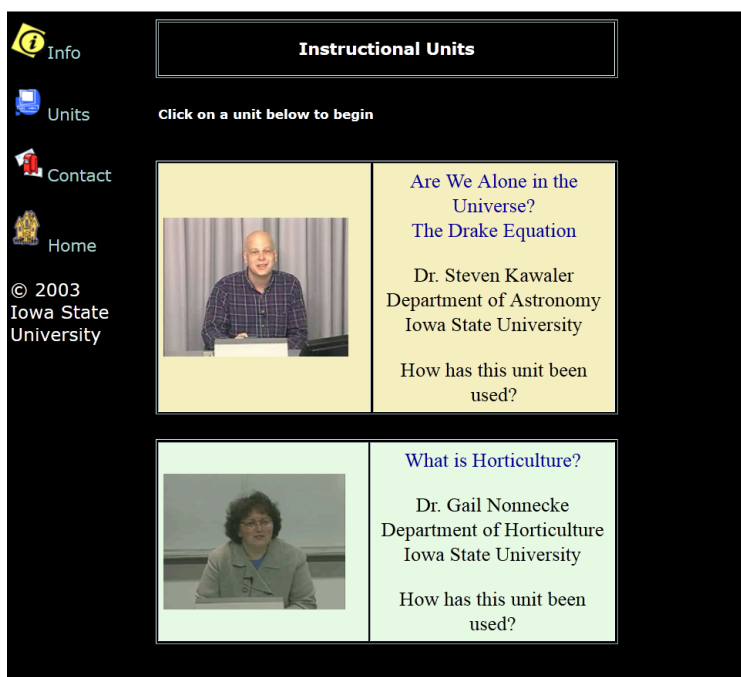


Figure 2. Homepage of *Online Materials Development*

Quality 3: Materials Should Allow Learners to Control Audio

Interaction with audio allows learners to pause, fast-forward, rewind, stop, replay, and even control the speed of delivery. This way students can listen to parts they did not understand several times, confirm predictions, and double check understanding. Audio on *Randall's ESL Cyber Listening Lab* can be played in

two different media players, RealMedia and Windows Media, both of which allow audio control. In Windows Media, users can slow down the speed by adjusting a setting within the player itself (Enhancement >Speed Control Settings). Windows Media player comes as a part of the Windows operating system and audio and video files from other listening websites can also be played in it. By making students aware of such audio controls and explaining how one would benefit from them, teachers can help students become better listeners.

Quality 4: Materials Should Include Video

In addition to audio, many websites now offer video listening materials. Advantages of using video include representation of information in more than one mode (visual (picture and text) and aural), redundancy and ease of processing (Vandergrift, 2004), and context building (speaker's body language, gestures, setting, number of participants). The website, *English Central*, contains a number of authentic videos divided into four different categories: business, travel, social, and media. These are then partitioned into a number of subcategories. For example, media videos are further organized into celebrities, interviews, news, and sports to mention just a few (see Figure 3). Video listening practice with *English Central* can be particularly appealing to young adults who like up-to-date and TV content.

Figure 3. English Central: A selection of interview videos

Quality 5: Materials Should Include Help Options

Pujola (2002) defines help options as “resources of the program, which assist the learner in performing a task” (p. 241). Two common help options are transcripts and subtitles/captions, both of which offer comprehension assistance to learners.

Transcripts are written texts that contain the script of the aural text. Learners can use the transcript to confirm the understanding of aural materials, learn how words are spelled

and pronounced, and see how pronunciation and spelling match. Pujola (2002) investigated whether proficiency level influenced the choice of help options and found that beginner students tend to rely on transcripts. All listening materials mentioned above offer transcripts including *Voice of America (VOA) Special English* which provides world news which learners can 1) listen to on the website, 2) download to their computers as mp3 files, and 3) read in the form of a transcript. Each word in the transcript

is clickable and connected to the online Merriam-Webster learner's dictionary for easy access to its definition and use in context.

Subtitles/captions are written text that appears on the screen simultaneously with the audio. When examining students' use of help options, Grgurovic and Hegelheimer (2007) found that intermediate level students preferred subtitles to transcripts and used them more. Additionally, Guillory (1999) provided evidence that full captions and key-word captions aid comprehension equally well. The site, *Real English*, contains videos of real people interviewed in casual situations using natural and spontaneous language. Here, each segment is both captioned and non-captioned and has a lesson developed around it (see Figure 4).

The screenshot shows the Real English website interface. At the top, it says 'Real English Lesson 10 - The Jones Family'. There is a search bar and a 'Search' button. Below the search bar, there are two video players. The top one is labeled 'Regular version:' and has a play button. Below it, there is a subtitle track with the text 'gracious, hospitable, and funny.' To the right of the video players, there is a text box titled 'The Jones Family: Pat (the mother), Mary, and Patty (the 2 daughters)'. Below this text box, there are several links and resources, including 'Ad Choices', 'K-12 Learning Skills', 'Free Classroom Games', 'Help People Speak English!', 'Free Lesson Plans', and 'Online Grammar Courses'.

Figure 4 (above). *Real English*: A video lesson without and with subtitles

Figure 5 (right). *English Central*: Interactive subtitles

Listening Materials

Randall's ESL Cyber Listening Lab
<http://www.esl-lab.com/index.htm>

Online materials development (MIAP)
http://www.tesl.iastate.edu/projects/onlineunits/miap/units/contents_page_fs.htm

English Central
<http://www.englishcentral.com>

Voice of America (VOA) Special English
<http://www.voanews.com/learningenglish/home>

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

English Central goes a step further and takes advantage of the newest technology to make subtitles interactive. In addition to slowing the speed of the segment and thus the subtitles, learners can click on every word in them to obtain its definition, example, and pronunciation as well as the pronunciation of the individual sounds found in the word (see Figure 5).

The screenshot shows the English Central website interface. At the top, it says 'Bill Gates: Making Capitalism More Creative'. There is a 'WATCH' button and a 'SPEAK' button. Below the buttons, there is a video player with a play button. Below the video player, there is a subtitle track with the text 'Let's talk about the ladder. Let's talk about recognition because you write eloquently about...'. At the bottom of the page, there are several navigation buttons, including a play button, a pause button, and a search button.

Conclusion

As presented, well-designed listening materials can be accessed for free on the Internet. While these resources, by no means, represent all that is available to ESL/EFL learners without a charge, they can serve as a starting point in building a collection of listening resources every teacher should have.

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Special Interest Group News

Higher Education

Hello SIG members! I must say that this year's convention was certainly a success for our Higher Ed SIG! A special thanks goes out to Sandra Elbaum for presenting at Friday's SIG meeting. It is clear that all of us took something valuable from Sandra's presentation on how to maximize contextualized grammar teaching in the classroom.

In other news, please join me in welcoming Shane Dunkle, upcoming SIG chair! Shane was voted in at Saturday's meeting at the convention. Shane is an ESL teacher at Moraine Valley Community College. I can't wait to see what interesting ideas Shane brings to our group. Welcome!

Congratulations are in order for Miguel Fernandez, associate professor at Chicago State University currently serving as ITBE's technology chair. Miguel was just elected as chair-elect of the [Higher Education Interest Section](#) of international TESOL! This special interest group helps to advance proficient instruction, promotes professional standards and practices, and supports policies of TESOL and other associations. As new chair of this group, Miguel will help determine needs and consider many other pertinent ESL issues in colleges and universities. Please join me in wishing Miguel the very best in his upcoming position. Kudos Miguel!

Also, I'd like to thank all of the professionals who turned out at this year's convention SIG meetings. While the presentation on Friday was certainly valuable, it was also nice to hear from our members. So many of you contributed great ideas at the lesson plan swap on Saturday. I thank the members who shared ideas and excellent websites that will soon be posted on our SIG webpage. If anyone has excellent websites to share, please email me at highsig@itbe.org

Last, I'd like to remind all of you about our upcoming ITBE Spring Workshop *The Teachers' S.A.T.: Standards, Assessment and Technology* on April 21, 2012 at Northeastern Illinois University. I hope to see many of you there.

Lisa Barrett
Higher Education SIG Chair

Convention Update:

Adult Ed SIG

Thank you to everyone who participated in the Adult Ed SIG meetings at this year's Convention. Both meetings were very exciting, thought-provoking, and fun. The most exciting news from our meetings was the election of Lillian Kutz, from the College of DuPage, as Co-Chair for the Adult Ed SIG! Welcome and thank you, Lillian, for volunteering that most precious of resources, your time, to the ITBE Adult Ed SIG. Lillian's term officially begins in July. Several other members also volunteered to help with various projects and on committees. A very big Thank you! to them, also. Updates and emails will be going out soon.

Our topic for discussion during the meetings on Friday and Saturday was Advocacy and Adult ESL. It was wonderful to see our members thoroughly engaged and working together to brainstorm ideas and action items. I launched our discussion with a summary of points from "Standards, Equity, and Advocacy: Employment Conditions of ESOL Teachers in Adult Basic Education and Literacy Systems," by Yilin Sun of South Seattle Community College. If you haven't read this great report, take the time to find and read it. (I am in the process of getting permission to put a link to it on the Adult Ed SIG web page.) After two days of discussion on the topic, our group came up with these action points:

- Become a resource for communicating professional development opportunities, especially for the professionals in our field who are new or unattached to a learning institution.
- Become involved in Advocacy at the State and Federal level. (learn about policy issues, arrange for speakers and Q and A sessions, encourage and inform our members so that they will contact the "money guys" in Springfield and Washington)
- Become an Advocacy resource and develop a series of statements about issues that can be matched with state outcomes in order to gain more support from our legislators.
- Become a voice for Adult ESL and increase public awareness of the importance of immigrant education to businesses and the general public.

Again, thank you to everyone who participated so enthusiastically in our meetings. Check your email and the ITBE Adult Ed SIG web page for news and updates! If you have further thoughts and ideas, my email is adultsig@itbe.org.

Cathy McCabe

Not Only ... But Also

by William J. Stone

In our endeavor to get the balance right—the theme of this year’s convention—we must first ask ourselves which aspects of TESL we wish to balance. The 1996 TESOL conference held in Chicago ended with a debate on whether TESL is a science or an art. The conclusion was that it is both, and in many ways it could be argued that the balance that we strive for in TESL is that between art and science.

The O.E.D. offers a definition comparing science and art as follows:

The distinction as commonly apprehended is that a science is concerned with theoretic truth and an art with methods for effecting certain results. Sometimes, however, the term *science* is extended to denote a department of practical work which depends on the knowledge and conscious application of principles; an *art*, on the other hand, being understood to require merely knowledge of traditional rules and skill acquired by habit.

However, a dictionary generally offers only a conceptual meaning, and the terms *science* and *art* also have connotative differences. We think of things scientific as being generalizable, repeatable and verifiable/measurable, whereas things artistic tend to be seen as unique, creative and not prone to measurability.

In his excellent blog, A-Z of ELT, Scott Thornbury has raised this issue in various guises at different times. The comments that his posts have engendered reveal that TESL professionals come down on both sides of the discussion. Diarmuid Fogarty (6/11/2011) argues for science:

I think we need to be wary of the metaphor of teaching as an art. Artists may take refuge in artistic license and intuition. These may insulate them from a critical examination of what they do (and of what they fail to do). Critics may be dismissed as philistines. But more importantly, I think that the teaching artist will frequently be bereft of criteria by which to evaluate his/her work.

Luan Hanratty (6/11/2011) argues the other side:

Theory certainly mediates my teaching but primarily it is the human element in the way I articulate my point, execute a task and answer a question which gets the real results. Teaching is not inherently scientific. It comes about through force of character and that does not mean being a domineering person. It means being sensitive to the other personalities in the room and placing their progress above your ego.

And Nicola Perry (2/20/2012) warns of the dangers of the scientific need for measurability:

It seems to me that a lot of course books are written to enable learners to pass exams. ... This suits a lot of learners (and/or their parents). Passing exams in learning a language is not always the same as really learning a language but it is probably more measurable. People do love to be able to measure.

It is interesting that Stephen Krashen, one of the most noted writers on second language acquisition in the last thirty years, is frequently maligned by academics because his theories are not easily verifiable or susceptible to easy measurement. Wheeler (2003, p.96) states:

The leaders in the field of applied linguistics have usually been scientists rather than artists, giving a definite bias in outlook. Krashen is an artist. Although he can claim credentials as a “hard scientist” ..., his theory of second language acquisition is more representative of the intuition and personal interpretation of pre-scientific times.

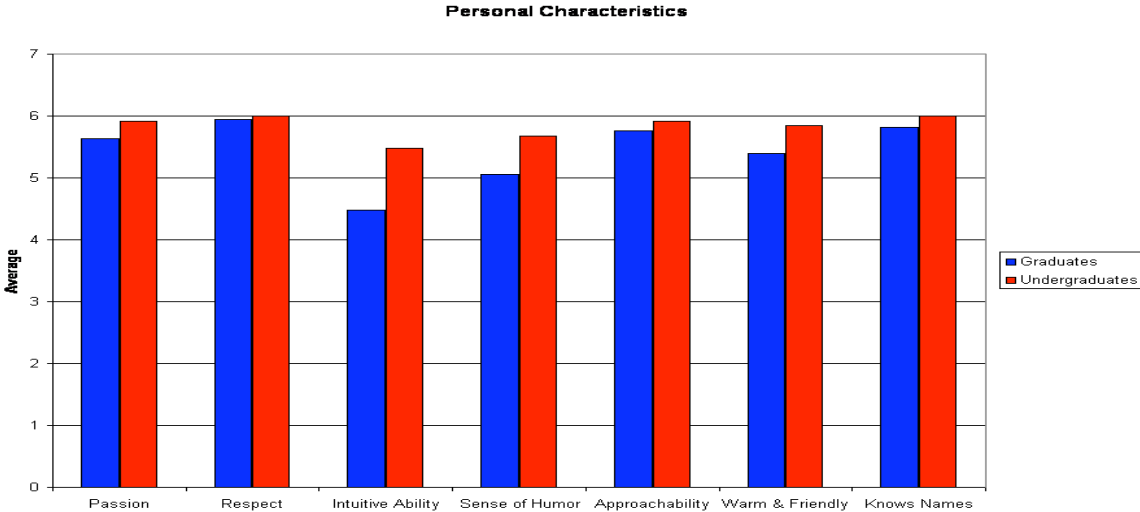
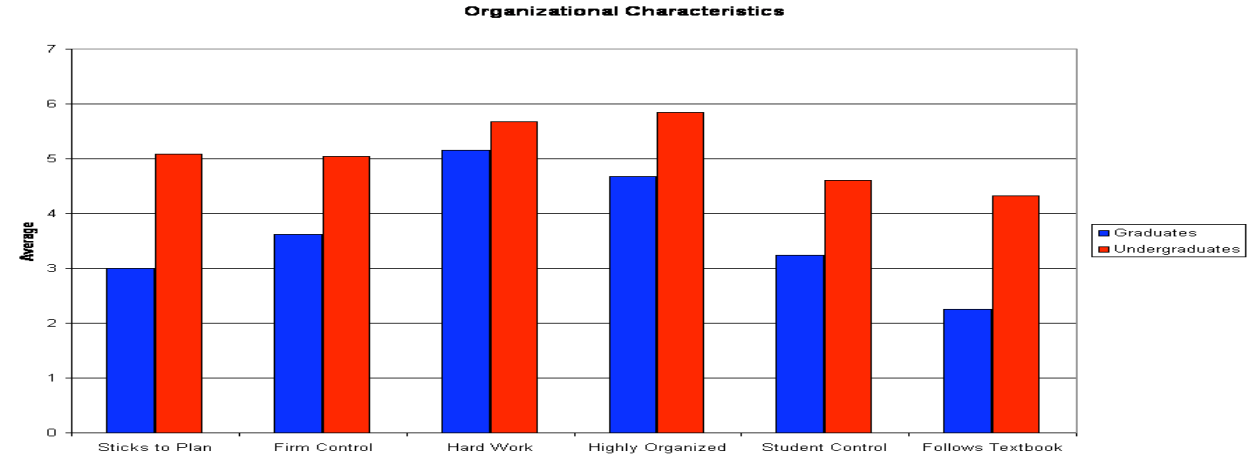
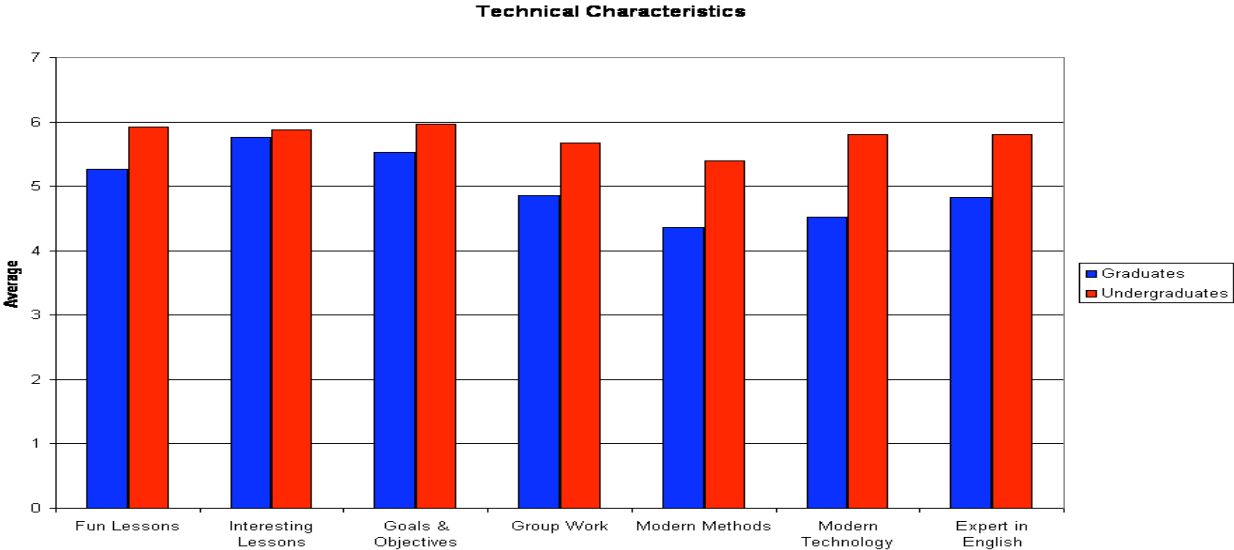
Teachers in the field hold Krashen in much higher regard than academics, and this must be seen as significant because we know that while practice needs to be informed by theory, theory also needs to be informed by practice or it risks becoming irrelevant. Apparently, those in the field such as teachers and teacher-trainees find that Krashen’s theories, scientifically verifiable or not, seem to work.

In order to discover how teachers and teacher-trainees look at balance in the ESL class, fifty graduate and thirty undergraduate students were given a twenty-item questionnaire about what makes for a good ESL teacher and were asked to score each item on a seven-point scale according to how important they thought each item was. The score for each item was then averaged. The average graduate student had 6.5 years of teaching experience while none of the undergraduates had any. The graduate and undergraduate students were asked to rank the following characteristics of a good ESL teacher.

Characteristics of a Good ESL Teacher

1. sticks to the lesson plan,
2. is passionate about the subject,
3. controls the class firmly,
4. respects all of the students,
5. sets and achieves goals and objectives,
6. intuitively knows how to teach,
7. should have a sense of humor,
8. makes the lessons fun,
9. gets the students to work hard,
10. is approachable in and out of the class.
11. makes the lessons interesting.
12. has highly organized lessons.
13. lets the students control the lesson.
14. follows the textbook closely.
15. has students working in groups.
16. uses the latest teaching methods.
17. is a warm and friendly person.
18. knows the students names.
19. uses modern technology in class.
20. is an expert in the English language.

The scores for each item were averaged, and the items were grouped into three categories: technical, organizational and personal. The results are shown in the following three graphs:



The first thing one notices is that the undergraduates tend to regard all the factors as more important than do the graduates. It is also clear that the organizational characteristics carry less weight than the others. With experience, following the textbook and sticking to the lesson plan become progressively less important. The experienced teachers tend to rely more on their skills than on the materials and equipment they may have at their disposal.

In my own brief survey mentioned above, teachers rated rapport-related items as the most important. However, it may be worth noting that this attention to rapport may not be consistent across cultures as Akbari and Allvar's study with EFL students in Iran suggests (2010, p.2): "Teachers, apart from the method or material they use, are central to understanding and improving the quality of English language teaching." They investigated the relationship between student success and four teacher variables and found a strong correlation with teacher reflectivity, sense of efficacy and intellectual excitement. However, they found no correlation with interpersonal rapport. This they found to be surprising, as it was at odds with most recent research. And it seems to be at odds with my survey as well.

If rapport is such an important part of the language teaching equation, we are forced to ask ourselves what we are doing in ESL teacher training to improve our student's ability to develop

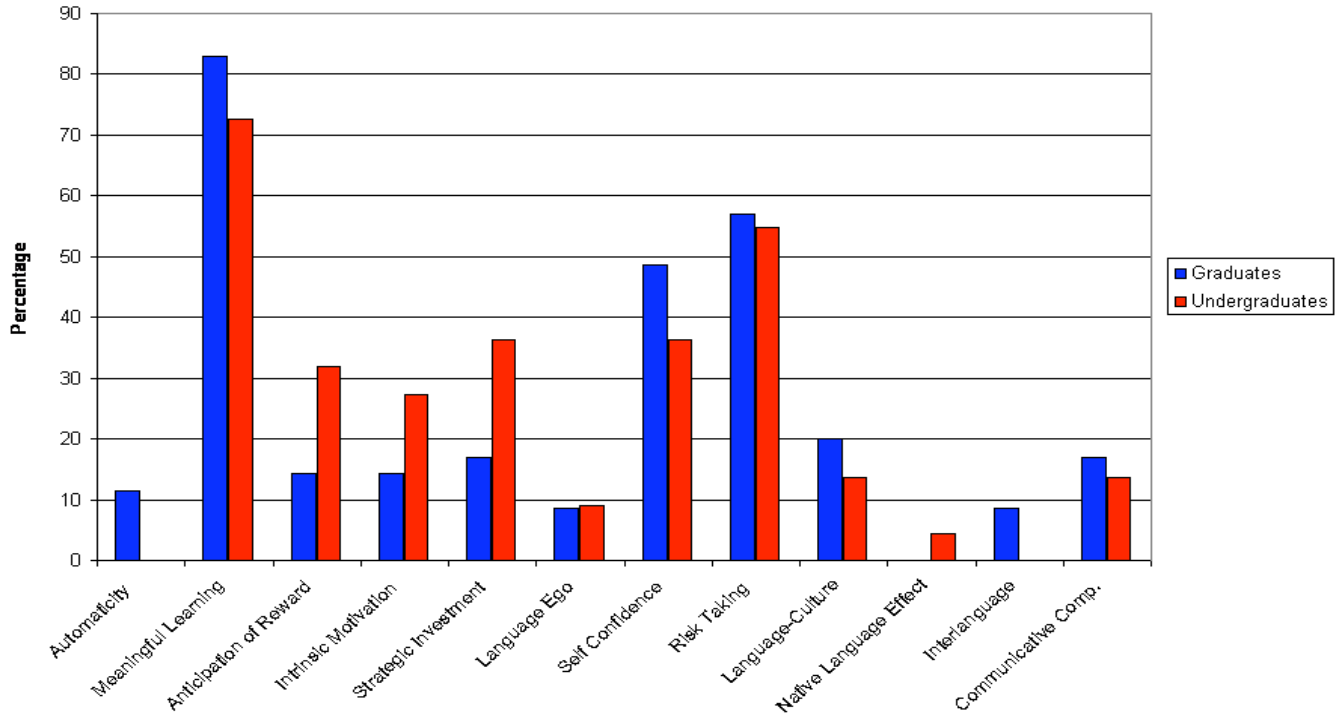
rapport. We mention its importance but do nothing in the way of instruction.

Scott Thornbury, in his blog (6/11/2011) observes:

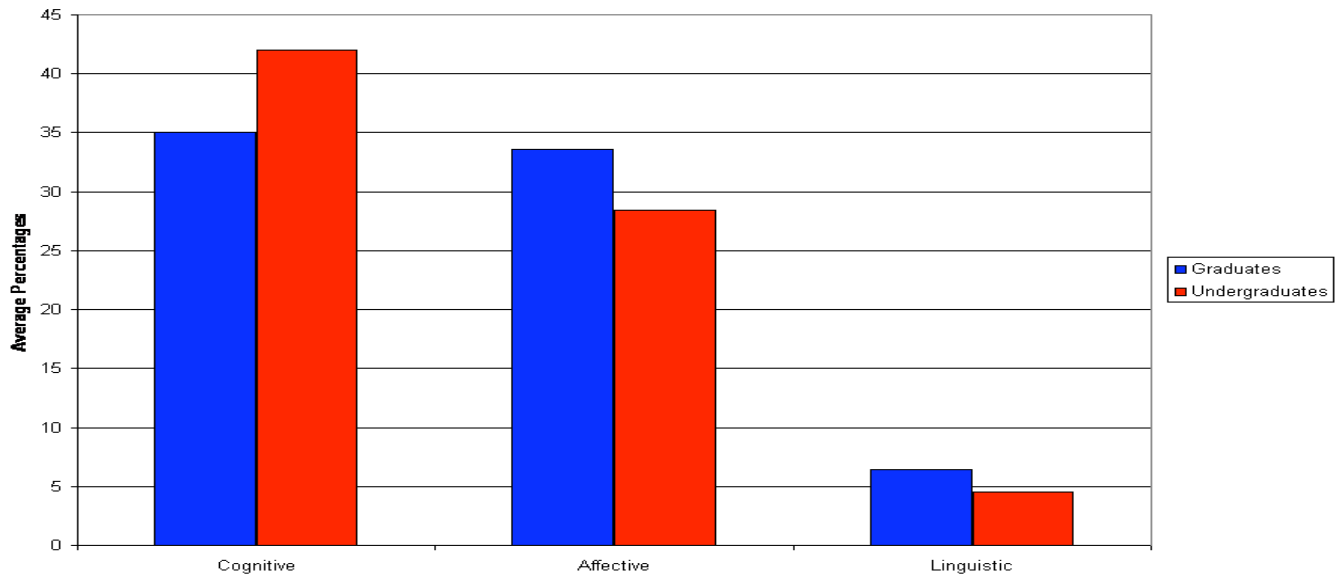
I remember ... inservice courses, where observed lessons were assessed according to three main criteria: planning, execution – and manner. Under this last heading were listed descriptors of the type: *Is able to establish a good rapport*. But not only was it unclear as to how, as a trainer, you developed this capacity, it was also startlingly obvious that the rapport factor almost always outshone all other factors, including planning and execution. That is to say, a good rapport made up for any number of infelicities in the actual design and implementation of a lesson.

The same students that answered the questionnaire above were asked to choose the three principles of language learning that they considered the most important from the twelve listed by H. Douglas Brown (2001). As can be seen in the graph below, which shows the percentage of students choosing an item, three stood out from the rest, especially among graduate students with teaching experience. The instruction had to involve meaningful learning; the teacher had to build the students' self-esteem as well as create an environment in which risk taking would occur.

Principles of Language Learning



Types of Principles



Brown grouped his principles as cognitive, affective and linguistic. As can be seen in the final graph, students—again, especially those with teaching experience—felt that the cognitive and affective principles were equally important. In other words, in order to be successful teachers, we need to get the balance right.

Berlin (2005) observed that what teachers thought to be features of sound practice did not always agree with what students thought. In fact, students tended to consider the teachers who shared their beliefs to be the most effective. But what do students believe? Mengi and Simpson (2011) listed characteristics that EFL students consider important in a teacher. Some of those I list here:

Teacher Characteristics Important to EFL Students

1. The classes should focus more on vocabulary and less on grammar.
2. There should be more conversations and fewer worksheets.
3. The classes should have more cultural content.
4. The lessons should be fun with plenty of language games and lots of group work.
5. The teacher should do the job for love not money and should be passionate about the job.
6. The teacher needs a sense of humor and should be creative, energetic, compassionate and understanding.
7. The teacher should smile a lot and should create a relaxing environment but mustn't lose control of the class.

From the perspective of the student, too, it's important to get the balance right, not only the technical aspects, but also the personal qualities.

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GOING TO
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ITBE Member Presentations at TESOL Convention 2012

Thursday, March 29, 2012

10:00 AM - 10:45 AM

Room Number 115 C

Thinking Like Researchers: ESL Projects That Investigate Local Communities

Summary This presentation looks at two successful projects that get students out into their local communities to investigate the dynamics of conversation and culture. The session offers a description of the processes involved in preparing these projects and includes discussions of student samples of oral and written presentations from previous classes.

Presenter Patrick T. Randolph; Paul McPherron

Area Intensive English Programs, Integrated skills

2:00 PM - 3:45 PM

Room Number 107-A

Guaranteed Fun, Phrasal Verbs and the Dynamics of the Brain

Summary The presenters discuss the fascinating impact of recent discoveries in brain research and their relation to language learners and the acquisition of phrasal verbs. Then, a number of fun, engaging, and successful activities for acquiring phrasal verbs will be introduced. Participants have the chance to model each activity.

Presenter Patrick T. Randolph; Tamara Jones

Area Intensive English Programs, Vocabulary, lexicon

ITBE Member Presentations at TESOL Convention 2012

Friday, March 30, 2012

7:30 AM - 7:50 AM

Room Number 115 B

To Plagiarize or Not to Plagiarize? That is the Question

Summary The act of plagiarizing can destroy the student-teacher bond of trust. How can this perennial problem be permanently solved? The answer lies in three simple steps. This teaching tip guides instructors through a useful and painless lesson that guarantees to rid the ESL classroom of both plagiarism and cheating.

Presenter Patrick T. Randolph

Interest Intensive English Programs, Writing, composition

7:30 AM - 8:15 AM

Room Number 107-B

Enhanced Input and Output With the Google Art Project

Summary Educators constantly search for new ways to genuinely enhance the classroom experience. In this session, the presenter showcases a variety of adaptable classroom-tested activities that bring masterpieces to the classroom. Investigate the world's museums as you learn to access and use the Google Art Project in your course.

Presenter Kelly Cunningham

Area Adult Education, intensive English Programs, Literature, arts, media, technology

ITBE Member Presentations at TESOL Convention 2012

Saturday, March 31, 2012

7:30 AM - 8:15 AM

Room Number 106-B

Upgrade Your Group Work: Technology-Enhanced Exchanges

Summary

Students learn more when they work together--and even more when that collaboration is enhanced by technology. The presenters demonstrate activities that leverage technology to meet the goals of group work: authentic language use, cooperative learning, and greater student engagement. Not a techie? Don't worry. The presenters provide resources to help.

Presenter Marjorie Allen; Kate Baldrige-Hale; Kathleen Reynolds

Interest Computer-Assisted Language Learning (CALL), Technology in education

7:30 AM - 8:15 AM

Room Number 111-B

Bridging the Gap: ESL and Mainstream Classes

Summary

Push students out of the ESL bubble and prepare them for mainstream classes. Learn how four initiatives—class visits, peer mentoring, panel discussions, and syllabi review—implemented by an intensive English program gives students increased exposure to the American university environment, helping them better understand what is expected in mainstream classes.

Presenter Kathleen Montgomery; Heather Torrie

Interest Higher Education, Curriculum, materials development

11:00 AM - 11:45 AM

Room Number 107-A

Three Views of Second Language Writing: Collaborating Across Pedagogies

Summary

University instructors often advise L2 students to get help at the writing center, with varying results. An IEP writing teacher, a university composition teacher, and a writing center tutor discuss how differing pedagogical orientations affect response to student writing and offer cross-disciplinary strategies to optimize fruitful, coherent support.

Presenter Kathy Larson; Jorge Ribeiro; Colin Sato

Interest Second Language Writing, Writing, composition

Idioms & Ways to Teach Them

By Sandra Gandy

As English contains thousands of idioms. The Using English website provides definitions for 3,641 expressions. Teachers frequently use idioms in the classroom, with estimates of several idioms in each minute of discourse (Cooper, 1998). Idioms make the language more colorful and give the listener a mental picture of the meaning (Adkins, 1968). Native English speakers may occasionally encounter an idiom they haven't heard before, such as "The trouble with you is that you're all mouth and trousers" (You're all talk and no action). However, for ESL students, idioms are especially problematic (Adkins, 1968; Cooper, 1998). Given the characteristics of idioms, there are specific considerations that should be given to instruction and particular resources that can be employed.

Characteristics of Idioms

A form of figurative language, idioms can be phrases or sentences, and they have both a literal and an idiomatic meaning that is different from the sum of

the individual words (Berman, 2000). Certain characteristics of idioms make them easier or more difficult to learn. Idioms are called "frozen" when they must be spoken in the exact order and tense (Cooper, 1998). "He was left high and dry" cannot become "dry and high." "John kicked the bucket" cannot become "the bucket was kicked by John" without losing the idiomatic meaning. Frozen idioms are easier to learn because they are always heard the same way and are understood as a single unit whereas idioms that are more flexible ("We rolled out the red carpet" or "the red carpet was rolled out") are more difficult to learn.

Another characteristic of idioms is called transparency, meaning that there is a clear or logical relationship between the literal and figurative meanings of the expression: "Her words were a slap in the face" is considered transparent. These idioms are more easily understood and learned (Caillie & Sourn-Bissaoui, 2008; Tabossi, Fanari, & Wolf, 2009). However, "John was beating around the bush" or "it's time to face the music" are not as apparent (Cooper, 1998; Spector, 1996; Tabossi et al, 2009). Such idioms are called opaque because it is difficult to see any logical connection between the literal and figurative meanings of the expression.

The role of the native language can also influence learning idioms. Some idioms are identical in both languages ("Take the bull by the horns" is basically the same in English and Spanish) (Cooper, 1998). "Don't count your chickens before they are hatched" is the same in English and Persian

(Bateni, 2010). Idioms that are identical are much easier to learn (Bateni, 2010; Cooper, 1998). However, an example provided by May (1979) shows the need for caution. The term “He’s the breadwinner in the family” in English indicates that he is the main source of income for a family. The equivalent in some Spanish-speaking countries (ganapan) means instead a poor worker or farmer who can barely afford only bread for his family.

Idioms may also be similar in English and the student’s native language (“to cost an arm and a leg” in English, or “to cost an eye of the face” in Spanish) in that they take a different form but have the same meaning (Bateni, 2010; Cooper, 1998). Others may be quite different and will be more difficult to learn (“to take the rap” in English, or “to pay the duck” in Spanish) (Cooper, 1998).

Teaching Idioms

The age of the students influences their success in learning idioms. Without contextual support, children under 9 years of age tend to take the literal meaning of idiomatic expressions (Caillies & Sourn-Bissaoui, 2008; Cooper, 1998; Spector, 1996). The inclusion of books about the character Amelia Bedelia, who performs the literal meaning of idioms, may help younger students with the differences between literal and figurative meanings.

The English language proficiency of the students also affects their ability to learn idiomatic expressions. Spector (1996) explains that listeners must know several meanings of a group of words in order to recognize when the idiomatic

meaning is intended. Limited vocabulary and the inability to distinguish shades of meaning can interfere with understanding (May, 1979).

General recommendations.

Recommendations are to begin with common idioms such as “in the dog house” (idiomsite.com has lists of common idioms), those with simple grammatical structures (“six of one and half-a-dozen of another” is complex) and transparent meanings (“skating on thin ice” is close to the literal meaning) (Bateni, 2010; Cooper, 1998; May, 1979).

Another suggestion is to group idioms for instruction (Berman, 2000; Cooper, 1998). Categories might be theme (e.g., body parts, animals, music, black and white), common nouns or verbs (e.g., have, make, break), or concepts (e.g., time, death). Idioms may also be grouped and rated by the context in which they are appropriate. Berman (2000) suggests categories of informal language, literary products, and older idioms, which may be good only as jokes. May’s system (1979) uses 1 to indicate an idiom that is appropriate in any context, 2 if it can be used with friends, and 3 when it is in written works. Cooper (1998) prefers 1 for slang idioms, 2 for colloquial, and 3 for standard (formal or written situations). Knowing when a particular idiom is appropriate will help students both understand and use idioms like a native English speaker.

Some researchers have found support for exploring the etymology of idioms to locate the source domain or the context in which the idiom originally had only a literal meaning (Boers,

Eyckmans, & Stengers, 2007; Nilsen & Nilsen, 2003). Studies showed that this practice helped students with interpretation of the idioms as well as deciding on appropriate social contexts for using the expressions.

Websites for Teaching Idioms

<http://www.idiomsite.com/>
(Lists of common idioms)

<http://www.usingenglish.com/reference/idioms/>
(3636 English idioms and idiomatic expressions)

<http://www.idiomconnection.com/>
(Sets of sentences by subject with quizzes)

www.funbrain.com/idioms/
(A game with a sentence and multiple choice)

<http://www.englishdaily626.com/idioms.php#Harray%20Collis>
(Most common idioms)

<http://www.vocabulary.co.il/idioms/>
(games to play for reinforcement)

<http://freelanguagestuff.com/idioms/Idioms>
(word lists, worksheets, activities, and more)

www.cccoe.net/social/SAIdiomintro.htm
(printable worksheets for students to complete)

Specific strategies.

Idioms can be identified in class readings, cartoons, newspaper comic strips, TV sit-coms, or from websites (see Resources below). Once idioms

have been selected, categorized, and presented to students, there are a number of ways to have students interact with them and to provide practice and reinforcement. Asking students to complete multiple choice or matching tasks with idioms requires a lower level of understanding than tasks that ask for an explanation. The following strategies are suggested by several resources (Adkins, 1969; Bateni, 2010; Berman, 2000; Cooper, 1998; May, 1979; Spector, 1996)

1. Discuss them: what does this expression mean? Can it be said in different words? When is it appropriate to use it?
2. Define them: this should include the context.
3. Use dialogue: this can help students determine the social situation and the appropriate level of formality.
4. Drawing idioms: illustration is an effective way to show the difference between the literal and figurative meanings.
5. Dramatizing idioms: acting them out, charades
6. Paragraph completion: the teacher constructs sample paragraphs with the idiom omitted. Students complete the passage using the context to choose the appropriate idiom.
7. Have student create a class dictionary or keep an individual list
8. Ask students to include idioms in their creative writing.

Conclusion

The frequency with which idioms appear in everyday speech means that ELLs are exposed to them often and will likely benefit from specific instruction in their meanings. Such instruction can increase their understanding as well as their expression. Be sure to consider the characteristics of idioms and provided suggestions when choosing and using idioms in the classroom. Many resources for teachers are available online, including lists of idioms and their meanings, the most common idioms, and lesson plans, games, and activities for different age levels.

Books for Teaching Idioms

Appelbaum, M., & Catanese, J. (2010). *Fabulously funny idiom plays: 14 reproducible read-aloud plays that boost comprehension by teaching kids dozens and dozens of must-know idioms*. New York, NY: Scholastic Teaching Resources.

Moses, W. (2008). *Raining cats and dogs: A collection of irresistible idioms and illustrations to tickle the funny bones of young people*. New York, NY: Philomel.

Odu, A. N. C. (2011). *Idioms and idiomatic phrases, correlatives, and collocations*. Cleveland, OH: Decent Hill.

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DEVELOPING A SUCCESSFUL ELEMENTARY (T)EFL SUMMER INSTITUTE

By Shahrzad Mahootian, Judy Kaplan-Weinger, & Richard W. Hallett

Our presentation shared the highlights of the curriculum designed for a three and a half week intensive English language program at Northeastern Illinois University for Korean EFL teachers who teach EFL to 3rd–6th grade students. A number of variables and “calculations” were involved in order to produce the right mix of time, materials, instructors, tutors and “living’ English. We totaled 11—three faculty, five tutors and three classroom assistants. What follows is a description of the structure of our program.

We proposed and implemented an integrated two-part intensive program in which our students, thirty elementary EFL teachers from Korea, engaged in:

1. increasing their knowledge of and skills in teaching English as a foreign language to elementary students in Korea, and
2. increasing their English language oral communication skills to serve more fully as English-language models for their students.

The duration of the program was 120 hours spread over three and a half weeks. The Korean teachers’ time with

us was divided equally between the two educational goals. Our approach can be summed up as a content-based communicative approach to language teaching that engaged students in meaningful activities both in and out of the classroom. For example, as part of the fluency development component, students were provided opportunities to travel throughout the community to explore, learn about, and gather materials relevant to the teaching of English as a foreign language. However, we also recognized the importance of language practice at a more discrete level, in order to improve pronunciation, prosody and overall fluency.

Part 1: Developing English language proficiency for the purpose of both teaching English as a foreign language to 3rd–6th graders and interacting with English speakers

In this portion of the program, students engaged in hands-on communicative activities that result in honing the listening comprehension, oral communication, writing, and reading skills relevant to the classroom

in which they will be teaching. Students also increased their knowledge and understanding of American culture and the importance of learning language and culture together. All in- and out-of-classroom activities were grounded in current and successful procedures and practices of second language acquisition and teaching. The morning classes consisted of a mix of grammar, culture, and pronunciation skills development and practice. Students came in with English skills ranging from high beginner to high intermediate, with a few students whose skills in all aspects of English were quite advanced.

Communicative-Grammatical Skills

- Introducing and greeting – Establishing respect and rapport in a classroom community
- Describing place, people, and actions – Nouns, verbs, adjectives and adverbs
- Asking questions for information – Question types (yes/no; wh-; inferential)
- Asking questions for clarification
- Answering questions – Response types
- Expressing opinions – Politeness and confidence
- Listening for information
- Listening for opinions
- Narrative skills – Storytelling in the classroom
- Finding and using authentic materials – Developing materials and reading skills through written texts, videos, and Internet sources
- Becoming a life-long English learner and user -- Introduction to self-instruction English sites

Cultural skills for interaction with Americans

Using the CULTURES model (Kaplan-Weinger & Ullman, in press), students learned the necessary skills for observing and analyzing behavior as well as identifying the cultural norms that guide those who participate in that behavior. Below is a summary list of the topics covered:

- Developing ethnographic skills – Observing a culture and its members
- Identifying patterns of behavior
- Understanding behavioral norms of interaction
- Identifying cultural values
- Expressing interest in others
- Sharing your ‘self’ with others
- The role of Internet communication – e-mails, Facebook

Developing listening comprehension and pronunciation

A variety of sources—including texts, CDs and videos—were incorporated from a number of authentic sources in aid of improving comfort with and usage of English in conversation, pronunciation, and listening comprehension.

Part 2: Building fluency for 3rd-6th graders through content-based EFL instruction-- Developing teaching methods and materials for EFL teaching

In this portion of the program, we focused on ways to further develop the students’ EFL teaching skills, curriculum development, and materials selection for 3rd through 6th grade native Korean-speaking students.

Teachers critiqued and modified existing materials and wrote original lesson plans, materials, and activities. The resultant pair work, small group, and whole class lesson plans ranged from song, games, storytelling, and simulation to Total Physical Response activities – all of which were designed to develop children’s self-esteem and positive feelings toward learning and using English. We used a seven-component framework for developing lesson plans:

1. Introduce high interest topics: Teach through age-appropriate topics.
2. Provide a low anxiety environment: Teach through games, songs, and stories. Avoid traditional tests whenever possible.
3. Teach through interactive, content-based lessons.
4. Encourage participation: Create small group activities to encourage children to talk and problem solve in English
5. Use physical activities often: Children have a lot of energy. Use the energy to help them learn.
6. Show and tell: Use real situations, real objects, photographs, videos, and other visual aids.
7. Multiply the input: Use activities that have listening, doing, speaking, reading and writing parts.

Our main objective for the afternoon classes was to help students develop original curriculum that integrated content and English language skills, using what their pupils already know (content) to learn and practice what they do not know (English). Along with a primary focus on further developing their pupils’ English speaking and listening skills, teachers also learned to supplement in- and out-of-class activities to better prepare their students to use English in the variety of contexts in which it occurs. Content-based materials were used to show teachers how to integrate content with English language skills (Mahootian, Balla, Cervellino, & Veramendi, 1997). Teachers practiced developing their own content-specific materials or modifying existing materials to include content and current age-appropriate references.

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Tech Tips

Hello, my dear colleagues!

I want to share with you my classroom experience using these little software programs:

Zoomit,
FastStone
Capture, and
Picasa. It
seemed like
many of you
liked my
presentation,
so here are
the links to
the free
downloads of
these
programs:

Zoomit:

<http://technet.microsoft.com/en-us/sysinternals/bb897434>

FastStone Capture:

<http://www.portablefreeware.com/?id=775>

Picasa:

<http://picasa.google.com>

Zoomit allows you to zoom in any portion of the screen, freeze it, and draw or type on top of it using 4 different colors. (Tip: up and down arrows increase or decrease the size of your letters). It's extremely easy to use after you read the directions.

After you finish this portion of your work, i.e. created something on the screen that you want students to take home (or receive in their e-mail boxes), you then hit the PrintScreen button on your laptop (PC) and it automatically gets saved in **Picasa**'s folder named Screen Captures. Note: Picasa needs to be open when you hit the PrintScreen button.

FastStone Capture can be used to cut images or any useful information off web pages. Play with it for a minute or two, and you'll be an expert.

So, try them out and see if they work for you. My students enjoy having such tools in the classroom. Using them saves my time because I don't have to write everything on the board, and it saves paper, and, ultimately, trees. A win-win, right?!

Alex Zvodinsky

2012 Awards

The Awards Committee received many applications for the ITBE Scholarships and Professional Development Awards. All of the applicants were outstanding and deserving, making the Committee's selection difficult. We are lucky to have such high quality members involved in ITBE. English language learners in Illinois are in good hands.

Scholarship Recipients

ITBE Annual Conference

February 24-25, 2012



Raul Islas, University of Illinois, Chicago, Graduate Scholarship; Leah D. Miller, Awards Chair, Erin Wright, Southern Illinois University, Carbondale, Graduate Scholarship; Sarah Hall North Central College, Undergraduate Scholarship.

Professional Development Recipients
ITBE Annual Conference
February 24-25, 2012



Patrick Mthethwa, SIU, C, Shaira DeLeon, Lewis U, Merilee Aguille, SD 68 Skokie. Ben Francis, Wheaton College, Jenna Luque, Northwestern U.

Instructional Strategies for Developing the Literacy of Culturally & Linguistically Diverse (CLD) Students

by Yurimi Grigsby & Lauren Wellen

Currently there are more than five million English language learners in American classrooms, representing 10 percent of the total school-age population. By 2025, the number of ELLs is expected to grow from one in nine students in our classrooms to one in four students. The largest numbers of these children attend school in California, Texas, Florida, New York, Illinois, and Arizona. However, during the 1990s, immigrant communities began to expand in other states that traditionally had not experienced such numbers of English language learners before, states such as North Carolina, Tennessee, Nebraska, Oregon, and Kentucky (Crawford & Krashen, 2007).

What can make teaching the culturally and linguistically diverse (CLD) student more challenging is the lack of a uniform definition for an

English language learner at the national level. State and school districts may have established their own criteria for classifying CLD students and then reclassifying them as English proficient.

One of the factors of educational success is the development of reading and literacy skills. The process of literacy development in another language in which one is not fully competent, however, can be quite challenging. Yet teachers and schools are charged with helping students from different cultures and languages develop language and content-specific skills to meet district, state, and federal expectations. Thus, there are important considerations for quality CLD literacy instruction.

Key components of literacy

The key components of literacy are in the following quadrants. Quadrant A includes oral language and vocabulary or word study. Quadrant B includes phonemic awareness, phonics or decoding, fluency, and comprehension, which encompass story narrative and making meaning. Each component of literacy comes with its own strategies to enhance students, both culturally and linguistically.

Oral language involves speaking, listening, and vocabulary development. Children need opportunities to engage in frequent conversations—to talk and listen to responsive adults and to their peers. There are five functions of language: Asserting and Maintaining

Social Needs; Controlling; Informing; Forecasting and Reasoning; and Projecting (Halliday, 1975). As children develop oral language, they progress through these functions in personal and academic language. By establishing a language-centered classroom language, interactions are enhanced in instructional settings such as small areas encourage more conversation than large areas. Teachers need to scaffold or make adjustments for children's needs, such as grouping children for language instruction and monitoring progress in language development. Suggestions for promoting rich oral language include: reading stories and books, talking and listening to students, taking walks or excursions in the neighborhood or the community, and playing games that provide opportunity for conversation and help students expand their statements (Johns, J. & Lenski, S. (2009).

Vocabulary learned through listening continues to grow through middle school years. Speaking and reading *must* become the largest, then writing. Learning words and expanding vocabulary have a strong influence on comprehension. Students must learn over 88,000 words by 9th grade; therefore, teachers need to teach 16–22 words every day to equal 3,000 to 4,000 per year (Johns & Lenski, 2009). Reading orally to students is the key to learning words. Books should be one to two levels above grade placement in order to expand language and vocabulary development of CLDs (Caldwell & Leslie, 2009).

Phonemic awareness instruction focuses students' attention on the sounds of spoken words. Teaching phonological language to CLDs is immensely complex, especially when teaching to those who have not learned to read in their native language (Caldwell & Leslie, 2009). During reading and spelling activities, the instructor needs to use nonverbal communication, keep the message simple, emphasize the importance of words, and combine gestures with talk (Strickland & Schickadanz, 2009) so students begin to combine their knowledge of phonemic awareness. In addition, teachers' awareness of the similarities and differences between English and students' native languages supports students' use of phonemic awareness (Caldwell & Leslie, 2009).

Scaffolding instruction for reading and writing

Scaffolding is defined as supportive behaviors that the expert provides to help a novice learner reach a higher level of achievement. Widely known as “I do it, we do it, you do it,” for CLDs, providing scaffolding instead of simplifying a task will keep it interesting and cognitively challenging (Gibbons, 2002; Tharp & Gallimore, 1988). In this way, we see scaffolding as simplifying the learner's role but not the task. Scaffolding helps CLDs when teachers use visual aids, concise speech, clear speech, body language, drawing, songs and reading in reverse, thereby providing comprehensible input and context-embedded instruction (Ovando, Collier, & Combs, 2003).

Scaffolded reading allows students to work collaboratively with their teacher and peers to understand text. This strategy allows more support from the teacher and peers at the outset and less during the middle and end of the reading event. Many opportunities for clarification or elaboration are available as the teacher reads the introductory parts of the text aloud and peers take turns reading in small groups or pairs. But the eventual goal is for students to be able to read the last part of the text independently (Walqui & van Lier, 2010).

Strategies for writing should also be provided, such as writing workshops, modeled writing, shared writing, and independent writing. Teachers need to provide explicit and systematic instruction in writing as they encourage writing in different genres, connecting reading and writing, learning the writing process, and mastering conventions of print (Fletcher & Portalupi, 2001).

Phonics and word study requires students to remember exact letter patterns and sequences that represent speech sounds and progress from understanding letter-sound correspondences and spelling patterns to understanding meaningful units. For students to become fluent readers, they must decode words, make analogies, and learn sight words. Phonics' basic tenets of word identification can be taught to Spanish-speaking CLDs in the same manner as English speaking by using cognates that help CLDs calculate in English and in Spanish which is the Latin base (Caldwell & Leslie, 2009).

Guided reading increases student talk and discussion by helping students predict, use the language in the book, and ask questions. Teachers use the same tense as in the text, elicit vocabulary, analyze the text to see what would be difficult for CLDs and predict the language that would cause problems, such as low-frequency words, words not used in speech, figurative language or phrases, homophones, homographs, complex grammar or syntax. Teachers need to be astute examiners of text to see what will cause difficulties during guided reading and make reading real to the students (Caldwell & Leslie, 2009).

Fluency strategies such as paired reading and Reader's Theater help to accelerate academic language. Rereading and modeling lessons with interactive read-alouds and shared reading help increase fluency.

The final component of literacy is comprehension, which includes narrative and expository or informational text and also encompasses answering questions and strategies for making meaning. Regarding narrative comprehension, storytelling is different in different cultures due to different family traditions and episodes, which either add or take away from the way a story is told in a given culture. In Spanish, the pronoun is omitted. Spanish and Native American culture emphasize settings, especially when family is involved. Text structure depends on language acquisition of young students but can transfer from one language to another. Teachers need to assess student's knowledge of story, teach

story structure, preview strategy to increase comprehension, be patient and scaffold answers, and emphasize multicultural literature so students know that books contain characters like them (Caldwell & Leslie, 2009).

Expository or informational comprehension challenges all students, not just CLDs. Students are often minimally aware of structure, so teachers need to teach text structure through guided conversation, picture matching, sequencing, illustrating, shared reading, and read-alouds. By using graphic organizers or idea maps, these strategies help CLDs who lose track of the big picture. Another concern that needs to be addressed is that linguistic structures or syntactic awareness such as *wh* questions of who, what, where, etc. confuse CLDs. Visual supports such as pictures and modeling the questioning process help students focus on necessary information. Teacher think-alouds demonstrate the process. By providing a comprehension framework of before, during, and after reading strategies, students learn how to comprehend the text (Caldwell & Leslie, 2009).

Conclusion

The instructional strategies elaborated above are recommendations to help CLD students. Reading aloud several times a day, letting students talk to improve social and higher level interaction, activating prior knowledge to check what students already know, integrating strategies and teaching of reading and writing, scaffolding learning and teaching strategies before, during, and after reading, and using a balanced approach to literacy will encourage and enhance CLDs' learning to read and write.

It is particularly important for teachers to ask how their particular backgrounds have shaped their thinking because as a group, teachers are strikingly homogeneous. Their similar backgrounds and experiences make it likely that their thinking on important issues, like the goals of education or standards for student behavior or simply the importance of showing up to school every day, will also be similar (Hinchey, 2008). This may come in conflict with the assumptions, expectations, and norms that school children from backgrounds different from their teachers may bring with them into the classroom.

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ITBE Spring Workshop

April 21, 2012 @



“The Teachers’ S.A.T.”

Standards, Assessment, & Technology

Registration: 8:30 — 9:00 in the Agora, College of Business & Management

Session 1: 9:00 — 9:55 / Session 1A in Room B-146; Session 1B in Room B-152

1A: Marcia Luptak, Elgin Community College

“Life in the Back Seat”

1B: Nicole Arguelles, Cicero Public Schools

“Introduction to the Common Core Standards for ELLs”

Session 1A:

Being a part-time Adult Education instructor is challenging due to the pay, hours, benefits, work conditions, lack of full-time jobs and general attitudes. We are often put in the “back seat” by both legislators and administrators. What then leads us to become adult educators? And what can we do to change attitudes and conditions so that we can get out of the “back seat?”

Marcia Luptak has been an adjunct instructor at Elgin Community College for 16 years where she teaches ESL, Developmental Reading, and I-CAPS classes. She is actively involved in the Faculty

Senate and numerous college committees. She has presented at the ITBE, APC, NRAE, and IACEA Conferences. In 2012, Marcia received the Arthur J. Stejskal Teacher of the Year Award.

Session 1B:

This session explores the following:

- What the Common Core State Standards mean for your ELLs
- How to apply the Common Core State Standards in your classroom

- Sample lesson plans for ELLS

Nicole Arguelles is an English as a Second Language (ESL) teacher at Cicero Public Schools. She is also an Adjunct Teacher of English as a Second Language at Moraine Valley Community College in Palos Hills, Illinois. She has worked in the field of English education for three years. She holds a Bachelor’s degree in Elementary Education with several endorsements in the middle grades, including an ESL endorsement. Ms. Arguelles plans to pursue her Master’s degree in English to continue teaching at the college level.

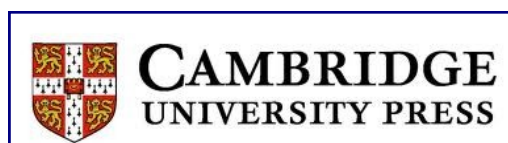
SIG Meetings: 10:00 — 10:30

Adult Education & Higher Education SIGS in Room B-146;

Elementary Education & Secondary Education SIGS in Room B-152

Publishers & Refreshments: 10:30 — 11:00 in the Agora

College of Business & Management





Miguel Fernández & Cynthia Valenciano, Chicago State University

“Standards, Quality and Equity in Assessment”

Validity, Reliability and Practicality are terms that are associated with tests and assessment in general. However, concepts such as Quality and Equity are equally important in the assessment of English Language Learners. Quality is reflected in the use of multidimensional tools that effectively and accurately provide a representation of students’ language proficiency. Equity indicates that all students are fairly assessed without cultural barriers, language limitations and academic restrictions.

The speakers will address issues related to Quality and Equity in Assessment, and will focus on how standards drive instructional practices and assessment in the 21st century. Effective education requires that states have in place standards and assessments as well as having the capacity to ensure that ELLs meet the same challenging state academic content and student academic achievement standards as all students. Ensuring that ELLs are ready to meet this challenge requires

standards and assessments that are rigorous and demanding but also sensitive to the linguistic and cultural backgrounds of this diverse group of students.

Dr. Miguel Fernández works as Associate Professor in the Bilingual Education Program at Chicago State University. He teaches both Bilingual and ESL teacher training courses. He holds a Ph.D. in English Philology (University of Granada, Spain), as well as two Master’s Degrees: M.A. in English Language and Literature (University of Granada, Spain), and M.A. in Language Testing (Lancaster University, UK). His research interests include Second Language Acquisition, Bilingual Education and Language Testing and Assessment. He has published over 15 journal articles in the field and a book about the impact of tests in education.

Dr. Cynthia K. Valenciano is a full professor at Chicago State University where she has been a bilingual program faculty member for over 16 years. Graduating with her PhD in Curriculum and Instruction from the University of Illinois at Chicago in 1999, Dr. Valenciano’s research interests are varied. She administered an Annenberg grant in the late 90’s into 2001 and coordinated the CPS/CSU Network dedicated to organizing small schools in three Chicago Public Schools which achieved “Break Through” status their final year of funding. Dr. Valenciano has worked on state level alternative assessment for ELLs’ initiatives as well as state level needs assessment projects for migrant education in Illinois. She is currently working on a collaborative project to investigate pre-service teacher perceptions of preparing for diverse student needs through clinical field experiences in a tribal school in South Dakota.

Session 2: 12:05 — 1:00 / Session 2A in Room B-146; Session 2B in Room B-152

2A: Jacqueline Trademan, Ashley Jahraus, Malgorzata Gawron, & Margaret Moore-Taylor, Northeastern Illinois University

“Wikis: A Technology Tool You Should Know About”

2B: Joshua Thusat, Harry S. Truman College

“Practical Use of Corpora for the English Language Learner”

Session 2A:

Wikis are easy-to-use, free web-based tools that provide great opportunities for teachers to collaborate with peers, teach classes, and share information. This presentation will show you some of the potential ways you can make wikis work for you.

Dr. Jacqueline Trademan has a PhD. in Educational Linguistics from the University of New Mexico and an M.A. in Linguistics from NEIU. She has taught ESL since 1989 and been an TESL teacher trainer since 1996. She is currently a full time faculty member in the TESL/TEFL Department at NEIU.

Ashley Jahraus received her degree in Secondary English Education from Indiana University and is pursuing her master’s degree at NEIU in TESL. Currently, she is the Technology Integration Specialist at Saint Clement School located in Lincoln Park.

Malgorzata Gawron moved to the U.S. from Poland as a teenager. She earned a B.A. in Classical Civilization from Loyola University, and will graduate from NEIU with an MA in TESL/TEFL.

Margaret Moore-Taylor is employed at Chicago Public schools Office of Special Education Services. She has Masters Degrees in Social Work, Educational Administration and TESL. One of her passions is integrating technology into counseling practices.

Session 2B:

By using several corpus-based websites, this presentation highlights a few simple strategies to create vocabulary and grammar worksheets that avoid contrived phrases in favor of more authentic sentences students will encounter. Additionally, participants will be able to show students how to use websites like Lextutor.com to work with academic vocabulary more effectively.

Joshua Thusat teaches ESL for Harry S Truman College. He received his M.A. in English at Bowling Green State University and recently graduated from the graduate program in TESL at Northeastern Illinois University. Joshua has taught ESL since 2004, starting in the Alliance for Lifelong Learning at Oakton Community College before working in the English Language Program at NEIU.

Writing Skills: Exploring Cultural Influences and Classroom Applications

Hannah Markley, Kara Sappington & Sara Vroom

Writing is a skill that challenges many ELLs, especially in academia. The rhetorical patterns that one uses to create an argument, express prose or create a beautiful, provocative piece of poetry is, in large part, influenced by cultural expectations. In English some of the cultural expectations that we have for good writing for the general academic essay are audience awareness, a highly structured organizational pattern, grammatical and syntactical accuracy and the presentation of meaningful, detailed content infused with the writer's unique voice. Robert Kaplan (2001), one of the

leading TESOL researchers on the topic of culture and its impact on writing, describes the cultural collision that many students encounter: "Instructors have written, on foreign-student papers, such comments as: 'The material is all here, but it seems somehow out of focus,' or 'Lacks organization' . . . The foreign student paper is out of focus because the foreign student is employing a rhetoric and a sequence of thought which violate the expectations of the native reader" (p. 13). Our students encounter this cultural collision, often unknowingly, so as teachers, we need to have a deeper understanding of contrastive rhetoric, awareness of our students' writing backgrounds and knowledge of appropriate techniques to move them towards good writing without compromising their unique authorial voice.

The study of patterns of communication or the study of the linguistic, organizational and presentational choices that ELLs make in their writing is known by the term contrastive rhetoric (Leki, 1992 and Panetta, 2001). As a field of study, it attempts to explain the problems in ELL compositions. Contrastive rhetoric has developed from an interesting but abstract field of research into a tool for helping students hone in on culturally appropriate writing techniques in the classroom. Robert Kaplan, a pioneer in the field of contrastive rhetoric research, published his first study on the topic in 1966, which included his

famous doodles of general rhetorical patterns of English, Semitic languages, Oriental/Asian languages, Romantic languages and Russian. These generalizations were based on the foreign student papers that he read as a professor at a California university (Kaplan, 2001).

From Kaplan's initial study, interest and research in the field of contrastive rhetoric gradually expanded. The classroom practice in the 1980s was particularly characterized by an expansion in research and an attempt to apply it to the classroom. The application, however, was characterized by simple and imperialistic exercises focused on the final product of writing. This orientation served to perpetuate the contemporary paradigms of the "West versus the Rest" rather than promote mutual understanding and collaboration through writing (Leki, 1991).

Research continued to develop, though, and moved towards applying contrastive rhetoric in a process approach to writing (Connor, 1996). It is a concept that students can incorporate in all stages of writing from the initial brainstorming process to final editing. This self-awareness in writing can be a very important tool in the classroom: As writers are more aware of their own perspectives and writing traditions, they are able to communicate together in a meaningful way and create a community within the classroom. Sharing their perspectives and backgrounds with one another helps them combine appropriate writing expectations for the cultural context with their own background and gives

them a forum for fleshing out their individual experiences (Conner, 1997).

The field of contrastive rhetoric is relevant for both students and teachers in that it makes teachers aware of the existence and validity of different rhetorical patterns and assures students that their rhetorical patterns are not evidence of poor education but of differences in cultural writing expectations. As teachers, the theory shapes our pedagogical understanding, but communicating these concepts to the students requires a more concrete approach. By applying these concepts, teachers can help students recognize the value of their native language styles while still learning and adapting to writing for American audience expectations.

Whole class discussion is one way that contrastive rhetoric can be introduced in a non-intimidating way inside the classroom. Open discussions can be framed by various concrete tools such as needs assessment surveys and a visual of the Contrastive Rhetoric Doodles by Kaplan. Surveys give students and teachers a concrete reference point from which to elicit knowledge that they may not have the words to explain. Formulating questions about topics such as the role of the author, the best way to make an argument, information that best supports an argument and the best place to position a thesis statement can be a springboard to understanding student perceptions of good writing. A sample survey question incorporating contrastive rhetoric generalizations could be framed as follows:

To create an argument one presents information by . . .

- a. providing two or three parallel forms of the argument.
- b. beginning with general information, slowly narrowing to the argument.
- c. communicating a broad and in depth view of the argument context.
- d. introducing the topic briefly, then, move directly into one's argument.

Surveys can be used as not only prompts for large group discussions but tools in individual conferencing as well. As the teacher and student interact with the survey, they will be able to discuss issues such as the influence of the L1 rhetorical style and the student's existing strengths. Post-outlining or outlining the existing essay in order to address the structure can be another approach to identifying student's natural organizational tendencies. However, once these tendencies are identified, the more difficult task of integrating them into the American-English style remains.

The easiest option would be to simply remove the existing style and construct a completely American essay, but in order to respect students, teachers should engage in the arduous task of style blending. There are endless ways to accomplish this goal, but the following two basic ideas can be starting points on the journey:

1. Introductions and conclusions allow for more leeway in writing style and therefore can provide areas for the expression of

student creativity and voice, which do not have to conform rigidly to the American style.

2. If students desire to incorporate elements such as parables or proverbs into the body that are not considered academic or reliable in the American style, then rather than eliminating them entirely, students can use them to introduce topics or create interesting "hooks" for paragraphs or essay sections.

While these are two simple suggestions, they can create dialogue about contrastive rhetoric among teachers and allow for co-learning between teachers and students.

As this dialogue progresses, the hope is that a process approach to implementing contrastive rhetoric will promote the view of students' cultural writing skills as assets that strengthen their writing instead of obstacles that detract and must be removed.

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Elementary Poetry Contest

Illinois ITBE is proud to announce the winners of the 2012 Elementary Poetry Contest. There were a total of 144 entries, our largest entry since the contest began. Congratulations to the following teacher sponsors!

Sheryl Bernth	Washington Elementary, Wheaton, IL
Marie Daniel-Tang	Stratton Elementary, Champaign, IL
Amy Dawes	Welch Elementary, Naperville, IL
Margaret Gigous	North School, Villa Park, IL
Kelsy Hart	Waterman Elementary, Waterman, IL & Shabbona Elementary, Shabbona, IL
Janice Howard	Gwendolyn Brooks Elementary, Aurora, IL
Esther Im	Stratton Elementary, Champaign, IL
Jenny Kim (Hyun)	Stratton Elementary, Champaign, IL
Ewa Pitcher	Willow Bend, Rolling Meadows, IL
Robin Richards	Steck Elementary, Aurora, IL
Raquel Tamer	Gwendolyn Brooks Elementary, Aurora, IL
Kristin Wagner	Lincoln Elementary, Wheaton, IL

Acrostic Poems

Second Grade Acrostic Winners

Mariachi

First Place: Brandon Villagomez

Mexican musicians
All dressed in fancy suits
Really good music
Instruments: violins, guitars, and trumpets!
All the people dance to the rhythm
Can you dance?
Have a blast!
I will.

Piñatas

Second Place: Edgard Garcia

Piñatas are awesome
In the piñatas there are candies
Niños and niñas love the candy
All want to have piñatas at their fiestas
Take a stick and hit it hard
And everybody wants to steal and get the candies
So run and get them!

Third Grade Acrostic Winners

The Chilaquiles

First Place: Ethan Montenegro

Too spicy
Hotter than chili peppers
Eat like a pig

Chilaquiles are made from corn tortillas
Hard and soft with chili sauce
I'll tell every person to eat them
Love them!
Awesome
Quite good like tacos
Ultimate flavor
I will need water!
Let us eat good chilaquiles!
Easy to eat
Sooooooo good!

Tamales

Second Place: Ruben Mondragon

Tasty and yummy
All adults make them
Made from masa, made from corn
All around Mexico mothers make them
Love to eat them at Thanksgiving
Estos tamales are delicious
Sweet with raisons and coconut

Fourth Grade Acrostic Winners

Chinese New Year

First Place: Christina Wang

Cctv has a countdown for New Year and funny movies
Have kites with Chinese symbols
I give flowers, white rose, to my family
Nangao is Chinese fruit cake
Everybody carry kids on a chair
Stay together at night
Eat fish, rice and hot pot

No sleeping, the fireworks are loud
Everybody in our family come
Wear mask so the dragon won't come

Year of the dragon is 2012
Eat noodles and oranges
A lot of lanterns for decoration
Red envelopes, put money inside

Trinidad

Second Place: Ariann Singh

Trinidad is a lot of fun
Really hot
In the beach
Not that much rain
I am from Trinidad
Day in the pool
A lot of playing with family
Day with my Grandma

Fifth Grade Acrostic Winners

Grandma

First Place: Nicholas Matthews

Grateful for her
Russia is her homeland
Awesome in games
New to America
Delicious food cooker
Makes me listen when she is talking Russian
Amazing for caring for my sisters

Thanksgiving

Second Place: Diane Cho

Thankfulness.
Having feast.
Accepting and giving cards.
National holiday
Kindful conversations.
Sharing love & joy.
Greatful.
Inviting relatives.
Visiting families.
Indians & pilgrims.
No school.
Gratitude.

Bio Poems

Second Grade Bio Winners

First Place: Angela Koroskoska

Angela
Creative, funny, smart, caring
Daughter of Alexandra and Ilie
Love of swimming, roller skating, art
Who feels sad when I can't see my mom, happy when I see my friend, surprised when I get a gift
Who dreams to be doctor because you help people
Who fears spiders, clowns, bad dreams
Who would like to see Jamaica because it is hot there
Who lives in Naperville because it is pretty

Second Grade Bio Winners (cont'd)

Second Place: Kelly Yang

Kelly

Artistic, creative, responsible, nice

Daughter of Qin and Jeff

Love of dancing, singing, swimming

Who feels flabbergasted, when I do things I like, excited when I get something special and scared when I go to bed

Who dreams to be a teacher because you get to see kids everyday

Who fears insects, dark at night and bad guys

Who would like to see Springfield because it is the Capital of Illinois and it is beautiful

Who lives in Naperville, it is a suburb and had lots of neighbors

Third Grade Bio Winners

First Place: Anoorag Venkataramanan

Anoorag

Happy, playful, adventurous, young

Son of Raja and Meenakshi

Love of basketball, play on my DS, and board games

Who feels scared in a spooky house, happy when it is Halloween, silly when I come back from school.

Who dreams to be a magician because it looks cool.

Who fears when I am home alone, when the lights are off, and when my dad scolds me

Who would like to see New Jersey because I lived there for a long time.

Who lives in Naperville, it has a lot of houses.

Second Place: Isha Vellaboyina

Isha

Loving, caring, hard-working and responsible

Daughter of Sunitha and Mahesh

Love of reading, swimming, computers

Who feels angry when my brother fights with me, happy when it's my birthday, hungry when I get home

Who dreams to be a fairy because I can fly

Who fears A-, F-, and B- on my report cards

Who would like to see my grand parents who are in India

Who lives in Naperville, Naperville has lots of friends and family

Fourth Grade Bio Winners

First Place: Nelly Urrieta

Nelly

Funny, friendly, Pretty, and nice

Daughter of Tere

Love of drawing, collecting flowers, dancing

Who feels Nervous when you get you're Report card.

I felt excited when I was going to Wisconsin Dells.

I was astonished when I got a phone on my B day.

Who dreams to be a doctor Because it's all about helping People that are sick.

Who fears The dark, Snakes, and Jason.

Who would like to see Penselvanya Because my dad lives there.

Who lives in the fun town of Villa Park

Fourth Grade Bio Winners (cont'd)

Second Place (tie): Anahi Gonzalez

Anahi

Creative, happy, smart, fun

Daughter of Demetrio and Maria G.

Love of drawing, animals, and reading

Who feels happy with friends, glad at school, and relaxed at home

Who dreams to be a veterinarian because I would get to help cure animals

Who fears spiders, reptiles, and rats

Who would like to see an aquarium show

Who lives close to school

Second Place (tie): Noor Algafeer

Noor

Energetic, curious, kind, hungry

Son of Ibrahim and Rana.

Love of DS, computers, electronic.

Who feels relaxed on sofa, excited with friends, sad when yelled at.

Who dreams to be a doctor because my dad is and I admire him.

Who fears black widows, death and being new to school.

Who would like to see Makkah because that's where Muslims go.

Who lives in Naperville, it has lots of nice people and lots of parks.

Fifth Grade Bio Winners

First Place: Angelica Bautista

Angelica

Polite, shy, wonderful, and gentle

Daughter of Angelica and Francisco

Love of reading, math, and Social Studies

Who feels shy when I meet new people, mad when I don't get my way, and nervous when I get in trouble

Who dreams to be a singer because I have a beautiful voice

Who fears spiders, rats, and snakes

Who would like to see China because I want to learn how to use chopsticks

Who lives in Illinois in an apartment in a big town

Second Grade: Neila Petrovic

Neila Petrovic

Active, unselfish, awesome, beautiful

Daughter of Ira and Sinisa

Love of cheerleading, cooking Bosnian food, family time

Who feels joyful when I win a competition, disappointed when I fail a test, exited when I go to Bosnia

Who dreams to be a doctor when I grow up because I would help other people

Who fears I'm afraid of height, afraid of my grades, scared of middle school

Who would like to go to Disneyworld because it is a very popular place, and a lots of people visit it

Who lives in Wheaton, Illinois because it's a nice place

Diamante Poems

Second Grade Diamante Winners

Korea/America

First Place: Sung Min Yang

Korea
small crowded
working swimming walking
Apartment electronics university houses
Playing jumping running
big spacious
America

Christmas/Children's Day

Second Place: Sean Kim

Christmas
exciting special
make buy feast
present lego paint pencils
play party cook
fun happy
children's day

3rd Grade Diamante Winners

Navidad/Christmas

First Place: Marlen Hernandez

Navidad
White cold
eating celebrating playing
surprise snowman party God
praying smiling laughing
chilly windy
Christmas

Egypt/America

Second Place: Peter Gerges

Egypt
it is always hot never has winter
playing volleyball visiting family seeing family and friends
pyramids desserts mountains hills
playing flag football playing soccer playing tennis
it is always cold in winter it is always hot in summer
America

Fourth Grade Diamante Winners

Puerto Rico/Naperville

First Place (tie): Sofia Rivera Llavona

Puerto Rico
Sunny beautiful
Dance singing playing
Malls beach snocones McDonald
Go to school bicycle playing
Not messy beautiful house's
Naperville

Tacos/Hamburgers

First Place (tie): Mike Carvajal

Tacos
Yummy white
Filing cutting cooking
Cilantro salsa meat bread
Bor,b,quang flipping eating
Tasty soft
Hamburgers

Fifth Grade Diamante Winners

Thanksgiving/Choosuk

First Place: James Choi

Thanksgiving
Happy glad
Sharing gobbling talking
Friendship conciliation jubilee enjoyment
Cooking giggling nibbling
Peaceful beneficial
Choosuk

Congo/America

Second Place: Jean Aime Bakubile

Congo
Big easy
dancing playing singing
School market Chicago Walmart
Reading listening writing
cold big
America

Haiku Poems

Second Grade Haiku Winners

My Land India

First Place: Akshay Wagh

My Land India
Diwali beautiful lights
I love Diwali

Thunder

Second Place: Boem Jun Kim

My ears are hurting
Lying in my apartment
It's like baritone

Third Grade Haiku Winners

Home West Africa

First Place: Yusra Hamadi

Home West Africa
Miss my grandma and cousins
Beautiful Mountains

Rain

*Second Place: Jovaiane
Pembele*

Loveing the sparkles
It sound like the bad thunder
The rain is pretty

Fourth Grade Haiku Winners

Beans

First Place: Angel Ibarra

Juicy and squishy
Farming food in Mexico
Beans are delicious!

Fifth Grade Haiku Winners

Winter in U.S.A

*First Place: Bryan Olivar-
Cortez*

Cold snow coming down
Wind blowing white fluffy snow
Smelling my mom's soop.

Winter

*Second Place: Stephany
Carvajal*

Cold snow on my hands.
Snow on top shining falling
Snow is so quiet.

Open Poems

Third Grade Open Winners

America and India

First Place: Vishali Ambwa

Both are my countries.
In India we could do anything
In America we need to follow the rules
In India kids could run outside
In America kids cannot run outside
Dresses in India we have saris
Dresses in America they have cool shirts
This is my America and India.

America and Congo

Second Place (tie): David Laby

In America it rain a lot here
It have mud an the moring
A lot of snow
Ice on the ground
The wind is very stong
It is cold outside
In Congo It is hot everyday
It have sand everyday
We only eat fish rice sandwich and chicken
All the house are big even outside
There's peapole that step on puddle's

Rice

Second Place (tie): Miho Ando

The people thinks
Rice is looks like
A biggest sand.
But it is not.

It's the soft, white,
Small RICE. It isn't
the sand.

The people thinks
The rice is weird.
But it's not.

It is a delicious, famous
Asia food. It's not a
Weird.

I love rice, delicious rice,
I hope everyone will soon
Understand how it is good
And famous.

Fifth Grade Open Winner

India and America

First Place: Shivansh Srivastava

India and America
Both are my Countries
Both are for us
People work hard in both countries
India has Taj Mahal
America has Willis Tower
My favorite Indian food is Dhokla
My favorite American food is pizza
America's main language in English
India's main language in Hindi
I love India and America



Congratulations!