



VOLUME 41 NUMBER 2
FALL 2009

CATESOL NEWS

An Inspirational Palette:

English Learners' Cultural Heritage as a Resource in Teaching ESL

By Lane Igoudin

Community College Level Chair, Orange County Chapter

How well do we know our students' cultures? In an effort to learn more about our students' diverse cultural backgrounds, the Orange County Chapter of CATESOL went on an educational tour of the Museum of Latin American Art (MOLAA) in Long Beach as part of its May 30 Spring Social. The event, described by one participant as "animated and inspiring," attracted teachers from across the wide spectrum of ESOL, from K-12 through community college and IEP programs. After the tour, I led a special presentation that highlighted the importance of introducing L1 culture into teaching L2 (English) and focused on the resources available for enriching ESL curriculum through the use of the arts from our students' backgrounds. This presentation served as the basis for the present article.

Art as Part of the English Learner's Culture and Identity

One might wonder why we should try to use L1 cultures in teaching L2. The benefits are numerous, to ESL students and instructors alike.



OC-CATESOL members enjoy the tour of MOLAA led by Arnold Lopez, a museum docent and a former teacher, at its 2009 Spring Social.

Current research in applied linguistics and educational psychology shows that an adult's commitment to formal learning of L2, especially at postsurvival level, is rooted in his or her identity (Florez & Burt, 2001; Igoudin, 2008; Jarvis, 1987; Liebkind, 1999; Ullman, 1997). Adult learners come into an ESL class with their identities firmly rooted in their native cultures and may feel patronized and subordinated when their knowledge and experience are ignored in the classroom. Incorporating elements of their cultural heritages thus signals respect for their backgrounds and validates their identities. Furthermore, from the pedagogical standpoint, topics related to students' cultural experience, such as those we suggest below, may elicit more interest among them and produce a richer L2 output than those that don't.

For K-12 (and Generation 1.5) students, who often end up with limited knowledge of and conflicting loyalties to L1 and L2 cultures, learning about their L1 cultures can help foster their sense of pride in their roots and affirm their emerging identities in L2 society (Diaz-Rico, 2009).

ESL instructors can also benefit from acquiring better knowledge of their student communities and, as a result, developing a deeper connection with them.

MOLAA, with its world-class collection of art from nearly every Latin American country, was an excellent place to be introduced to contempo-

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White House Graduation Initiative Paints a Bright Future

By Bette Brickman

Community College Level Chair

"The community college." Numerous times recently, that has been the answer to my question, "Where are you going to go to school next semester?" Once thought of as a "last chance" for many students who couldn't get accepted into a 4-year university, the community college has evolved into a first choice for many college-bound individuals. With the downturn in the economy, students are flocking to their nearby community colleges, where first-class education can be had for a fraction of the cost of a 4-year institution. Nationally, enrollment at the local CCs has increased by 10% to 15%, three times the rate of 4-year colleges (Brooks, 2009). However, at the same time, educational funding has been drastically cut, in many cases to the bone. How will we educate all those incoming students?

The answer to the question came in President Obama's speech on July 14 at Macomb Community College in Warren, Michigan. Via the newly proposed American Graduation Initiative, a \$12 billion educational infusion, community colleges will be given the monetary resources to increase graduation rates, improve outcomes assessment, and provide more distance-education course offerings. As the president explained, funding for this bold initiative will come from "ending the wasteful subsidies we currently provide

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PRESIDENT'S MESSAGE

In challenging economic times, a professional organization such as CATESOL suffers in a twofold way: The members themselves face pay cuts and job losses, and the organization has less funding to work with when members are unable



to renew for the reasons above. California's budget crisis compounded the national problem by leading to cuts for the community college, CSU, and UC systems. Adult education programs are also threatened, and many K-12 teachers have received pink slips.

Nevada teachers, to a lesser extent, are facing similar issues. So how can CATESOL help?

With the ESL job market now so competitive, the CATESOL board has been looking into what the organization can do to help ESL professionals who are out of work or juggling even fewer part-time jobs than before. The two broad categories are expenses to members (such as for at-

tending conferences) and services to members. In the first category, we have little wiggle room because of CATESOL's own need to stay afloat, but we have done the following for the 2010 state conference:

1. Decreased the registration fees;
2. Chosen a location with free parking;
3. Chosen a location with less expensive hotel rates than last year's;
4. Planned fun evening events that are either low cost or free.

The biggest CATESOL expense for members is to attend the yearly state conference, so this is where we put our focus in terms of cost savings. Even so, we recognize that many who wish to attend cannot. Thus, although we desire a strong turnout in Santa Clara, the 2010 conference committee has been exploring ways to bring parts of the conference to members who cannot attend, which falls under the second category of increased services to members. Ideas being explored include providing webcasts of some plenary presentations and workshops, posting handouts on-line, and arranging small get-togethers in other parts of the state for sharing content with those who cannot

attend. If you have ideas of your own to share or can help with these efforts, please e-mail the 2010 conference chair, Sharmin Khan, at sharminskhan@yahoo.com.

Aside from the conference expansion ideas, CATESOL is looking to increase its services in other ways, such as working with other organizations to expand the job postings section of our website, finding health-insurance resources for part-time teachers, and improving our communication network through use of ning.com and Facebook. (Yes, we have a group on Facebook!) I welcome suggestions! If you haven't completed the membership survey that went out this summer, please add your input at https://www.surveymonkey.com/s.aspx?sm=7uOTj_2fPV01T6fOuoCicDvQ_3d_3d. There is also a link on the CATESOL website. Many of the more than 200 ideas already presented by members in the "suggestions" and "brainstorm" sections of the survey are being seriously considered. Together, we can pull through these difficult times and approach the upcoming year with a measure of hope.

Yours,
Belinda Braunstein

CATESOL NEWS

(USPS 010-177 issn 1070-387X) is a publication of CATESOL, a professional association for those concerned with the teaching of English as a second language or dialect and with bilingual education.

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CATESOL NEWS is available through membership only. *CATESOL NEWS* is published four times annually, in spring, summer, fall, and winter, for \$6 a year by the California Teachers of English to Speakers of Other Languages, 19881 Brookhurst St., Ste. C-133, Huntington Beach, CA 92646.

Periodicals postage paid at Pasadena, CA, and at an additional mailing office.

POSTMASTER: Send address changes to:
CATESOL NEWS,
19881 Brookhurst St., Ste. C-133,
Huntington Beach, CA 92646

DEADLINE FOR WINTER ISSUE:
November 1, 2009

DEADLINE FOR SPRING 2010 ISSUE:
January 31, 2010

Send copy and photographs to:
CATESOL News,
catesolnews@catesol.org,
19881 Brookhurst St., Ste. C-133,
Huntington Beach, CA 92646

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EDITOR: KAREN BLESKE
PAGE LAYOUT: CLEVE GALLAT
PRINTING AND DISTRIBUTION: MEDICUS

Editor's Note



I'd like to introduce myself as the new editor of *The CATESOL News*, beginning with this issue. I may have worked with some of you before, as I've been involved with *The CATESOL Journal* for several years, and now I look forward to

working with and for you on this and many more issues of the *News*.

Anyone is welcome to submit articles or ideas for articles that might be of interest to CATESOL members to the *News*; in fact, I hope you do. Ideal length varies, depending on your topic, but 600-800 words is a good place to start. It's also always possible to run a short piece on your topic with a link to a longer, more thorough article on-line. If you have an idea, please let me know.

Please send photos, too. They can really enhance

the look of the *News* and bring your article to life. If you do submit photos, please do so as jpg files.

And last, besides serving as a vehicle for keeping you all informed about events such as conferences and workshops and resources such as on-line video instruction and award competitions, this venue is a great way to spread the word about what you personally are doing in the classroom. For instance, one teacher uses the arts from his students' native cultures as a resource for teaching ESL. Another creates podcasts to enhance his teaching. Another shares tips for creating positive affect in minimal time. You can read all about that, and much more, right here. I hope you do, and that you enjoy this issue of the *CATESOL News*.

The deadline for the Winter issue is November 1, 2009, but you certainly don't have to wait that long if you have news you want to share; send it all to catesolnews@catesol.org.

I'm looking forward to hearing from you,
Karen Bleske

San Diego Regional CATESOL Conference

Please join us on Saturday, October 17, 2009, at Grossmont College in San Diego, as we explore ways to promote student confidence and success while enhancing our professional abilities and refreshing our spirits. The theme of our conference is "Yes, We Can: Empowering Students in a Learning-Centered Environment." Our keynote speaker will be Dr. Jonathan Brennan, professor of English at Mission College and On Course facilitator. He will share proven principles for promoting and enhancing student success and retention in school, college, and the workplace.

Pay the reduced registration fee of \$35 by preregistering for the conference by October 1, 2009. You may register online at <http://catesol.org/regional.html>. For additional information about the conference, please contact our conference chair, Virginia Berger, at vaberger@aol.com.

Emerging Technologies in Education and Learning:

Podcasting

By Anthony Halderman

“Whose video camera is that?” I asked one of my ESL students. “It’s mine!” he replied. “Wow, that’s a nice camera,” I thought. “I like making videos,” he said. Such was the impetus for creating teacher-student DVDs with grammatical structures reflecting my class curriculum. Within a few weeks, I was recording students’ reciting their “scripts” with my new DVD camcorder.

Although I thought I had conceived this idea on my own, I was pleasantly surprised one day when I searched for ESL videos in YouTube. Hundreds of teacher-created videos came up. Later I discovered Podcast Alley, Feedburner, and The Education Podcast Network. These three on-line sites have thousands of audio and video podcasts. Some are professionally created, but most are created by teachers like you and me. The increase of video podcasts just illustrates the relevance, benefits, advantages, and popularity of emerging technologies in education and learning.

Why Create Podcasts? Five Good Reasons

Why would we want to create our own podcasts? First, we live in the age of information and technology. This is the most obvious and self-evident reason: Because we can. How many of us use cell phones compared to how many of us use wall-mounted rotary phones? How many of us create our class exercises, activities, exams, and syllabi with a word-processing program compared to how many of us create our documents on a typewriter? How many of us watch a color TV, even a flat-screen HD plasma TV, compared to how many of us have a black/white TV? How many of us go to work in a car compared to how many of us go to work on a horse and buggy? Let’s all agree that this point is self-evident.

Another reason to create podcasts is that the medium is engaging, stimulating, multidimensional, interactive, and dynamic. Sometimes textbooks can be flat and one-dimensional. And because we live in the age of information and technology, many of our students are from the YouTube, e-mail, Internet generation. They will increasingly expect some forms of multimedia in their classrooms. The colors, fonts, sounds,

animations, graphics, and images are no longer a novelty but mainstream.

Networking worldwide is another great reason. One of the things that I find the most exciting is the ability to interact, network, share, and communicate with the global, worldwide, international ESL community. Think of all the “Internet colleagues and acquaintances,” future collaborators, and students you can affect, influence, teach, and learn from.

I also like the idea of a certain degree of telecommuting, which is fast becoming a trend for the future. “Working” from home is very convenient. It reduces our carbon footprint on the world. Of course, I use the term “telecommuting” loosely with podcasting. But as English instructors, we can create podcasts in the comfort and convenience of our homes and share them around the world.

And finally, in my estimation the last reason is the most important and critical one. Podcasting is just plain fun and exciting for the creator. So many different ideas, projects, possibilities, and opportunities exist. All you need to do is find one that works well for you.

Challenges and Difficulties

Now that we’ve romanticized creating our own podcasts, it’s time for a reality check. We face several challenges and difficulties.

One of the challenges is costs. You at least need an up-to-date computer, preferably with high-speed Internet access. Then you need various forms of software and other accessories such as a microphone or camcorder, and costs add up. For example, I didn’t like my first video software because it was slow and limited. So I bought my second one on-line and waited for about 10 days, which seemed a very long time. When it finally arrived, I tried installing it in my computer, which kicked it out with an error message indicating I didn’t have enough memory. I was shocked and disappointed. I tried a few more times, read the technical specifications, and learned that I needed a new computer, which ended up costing me \$1,000. I never planned on incurring this additional cost. Sometimes the costs of electronics and their accessories can “nickel and dime” us and prove an obstacle for many of us.

Another challenge is that we volunteer our time. The traditional and conventional approach to education is aligning ourselves to our program curriculum, textbooks, course outlines, and learning outcomes. Our contractual obligation requires this of us. Not all our podcasts fit neatly into our program curriculum. Many of us may want to focus on cooking, gardening, sports, travel, and so on because these topics impassion us. Sure, we can put an ESL/EFL spin on them, but they might not neatly fit into our program

The medium is engaging, stimulating, multidimensional, interactive, and dynamic.

curriculum. So any material we develop beyond our immediate curriculum is volunteer work. However, volunteering our time isn’t necessarily a bad thing. For example, I published a few articles in our local newspaper and earned a modest stipend. So when my first published articles came out in the *CATESOL News* and an academic journal, I was surprised to hear from the editors that all I get is a pat on the back and accolades. All of these articles were volunteer work.

But it’s been worth the time. Ultimately we need to decide for ourselves how much time, energy, money, and effort we want to devote to our podcasts.

Program curriculum is a very interesting dynamic, so this also proves to be a challenge. The explosion of ESL Internet content is expanding the paradigm and changing the educational framework. In many cases our personal Internet content might exist independently of our program’s curriculum. Our content and school’s curriculum may intersect only a few times throughout the term. Traditionally we teach to the physical locale, our school, the students in class, and the textbook. On-line we teach to our heart, passion, and creativity and hope the students and other educators will follow. This completely expands the educational paradigm and shifts the framework. As a result, our online content may experience some resistance when we try to include it in our classrooms. Head teachers, division chairs, and senior faculty may look discouragingly upon it.

Another challenge is a relatively “steep” learning curve. I say “steep” because some people take to computers easily. But much of the technical side discourages and intimidates people. With our own on-line content, not only are we educators, curriculum directors, and graphic designers, but we are also tech support. These factors can thin out the crowd rather quickly. Learning some of the more advanced software programs such as Dreamweaver, Adobe Photoshop, Premiere Pro, Quicktime Pro, Audacity, and so on will prove challenging for many of us. “Steep” is a relative term, but ultimately we have to teach ourselves.

The future is coming, so we can conclude that technology, learncasting, twittering, social networking, blogging, podcasting, and so on will only grow in popularity. Our students will increasingly expect us to incorporate multimedia in their classrooms. Five years ago in a job interview, one of the interviewers asked me which ESL computer programs I had used, and I quickly named about three but went on to say, “Oh, but I’ve created a couple of webpages that are on-line resources for students. I made quizzes and have other content.” The interviewer interrupted me and acted as if I were changing the topic and not answering his question. I named the three pro-

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For the Record—The authorship of the College/University Level article “Finding a Voice” in the Summer 2009 issue was incorrectly attributed. The article was written by Amy Litman, an ESL instructor at the College of Southern Nevada.

Podcasting—Continued from Page 3

grams I had previously mentioned and left it at that. But I was somewhat disappointed because his question was so outdated. That question was akin to asking me if I knew how to turn on the computer and check my e-mail. That was like asking me if I could do a Google search. Commercial ESL computer programs are user friendly, so the depth of this interview question really assessed only if one could navigate a program and if one were comfortable with the interface. This doesn't require any special skill. That was an outdated question in 2004, and I'm even more convinced it's outdated today. Better interview questions could follow a line of probing such as: What's your understanding of emerging technologies in education and learning? Have

you created any on-line content? If so, what, and can you share with us some of the posts, e-mails, or replies you've received about that content? What are some of your favorite ESL webpages? What would we find if we did a Google search on you? How do you incorporate multimedia and technology in your class, and when do you think it's too much?

I think this example just illustrates the increasing influence of emerging technologies in education and learning. If we embrace this trend we'll be ready for both the job market and the YouTube generation of students. The question is, "What will your role and participation be in this trend?"

Cuesta College ESL instructor Anthony Halderman podcasts via his webpage anthonyhalderman.com.

ever, given the economic crisis the state of California is experiencing, these options may not always be financially feasible for educators, whether one is a professor of education seeking resources for her students or to increase her own understanding of educating ELs, a principal investigating professional development resources for her school faculty and staff, or a teaching assistant hoping to find new ideas to improve her pedagogy with her ELs.

One valuable option for educators seeking resources on the teaching of ELs is the Stanford English Learner Library of Resources. Stanford Professors Kenji Hakuta and Guadalupe Valdés, along with San Diego State Professor Elsa Billings and Sacramento State Professor Susan Baker, have created a series of video materials featuring classroom teaching and lectures by prominent professors. Developed around theoretical and pedagogical principles outlined by the CCTC's CTEL standards, the video materials were created to serve as a primary curriculum source for Stanford's on-line CTEL/CLAD Program. Yet, recognizing the need for high-quality professional development resources in teaching ELs, the professors have made all the video materials available to educators free of charge at <http://ellib.stanford.edu>.

The *video lectures* feature Dr. Kenji Hakuta, internationally recognized leader in the fields of bilingualism, second language acquisition, and education policy serving ELs. Video lectures address topics such as:

- Legal and policy issues surrounding the education of English language learners, first and second language development;
- The role of native language in second-language acquisition;
- Issues to consider in vocabulary development for ELs;
- Phonetics and phonology;
- The politics of bilingual education;
- Standards-based education reform;
- Testing and assessment.

The *video cases* feature exemplary K-12 teachers of ELs from across the United States and serve to demonstrate what theory and research indicate as effective pedagogy. The documentary-style video cases are designed to allow educators to view actual teachers demonstrating effective practices in authentic pedagogical situations. Some of the video cases address ELD (English language development) pedagogy and others address the pedagogy of SDAIE (specially designed academic instruction in English). Each video case highlights critical aspects of EL development across the four skill areas of listening, speaking, reading, and writing.

The free website also offers interviews with the featured teachers in which they reflect on the lessons they taught, as well as video commentaries from leaders in the fields of bilingualism, second language acquisition, and policy and best

On-Line Video Instruction to Enhance EL Education

By Elsa Billings

Assistant Elementary Level Chair

English learners (ELs) are the fastest-growing student group in the California school system, with nearly 1.6 million EL students (California Department of Education, 2009). As educators of ELs and members of CATESOL, most of us recognize the importance of keeping up with the latest research and theory on effective pedagogy so that we can best meet the linguistic and academic needs of our students. The research shows that in addition to subject matter and pedagogical knowledge, teachers must develop a deep understanding of their students (Fillmore & Snow, 2000; National Commission on Teaching and America's Future, 1997). The need for preparing all of our teachers to best serve our changing student population is clear.

California responded to this need with legislation requiring K-12 teachers to obtain CLAD (cross-cultural, language, and academic development) certification to teach ELs. Before 2001, CLAD certification was voluntary. If a teacher did not plan on teaching ELs he or she was not required by the state to obtain CLAD certification. Resulting from legislation enacted in 1999, Assembly Bill 1059, and in conjunction with the CCTC's reauthorization of K-12 credentials under Senate Bill 2042, the CLAD certification process underwent important changes (CCTC, 2001, 2004). Referred to as CTEL (California Teachers of English Learners), these changes require all multiple- and single-subject teacher credentialing programs to incorporate course work to prepare teachers to instruct ELs in the regular classroom setting. Upon successful completion of their course work and other program requirements, preservice teachers earn their CLAD or

BCLAD (bilingual sister to CLAD) certification along with their teaching credential. The CTEL program focuses on three areas of knowledge and skill: (a) language and language development; (b) assessment and instruction; and (c) culture and inclusion. These changes mean that teacher-education programs have had to consider ways to infuse the CLAD certification content throughout the general teacher-education curriculum. For instance, a course on developing literacy would be expected to discuss important issues to consider when teaching ELs, including topics such as transference of skills from the native language to English, and pedagogy that research and theory have supported as effective. Most recently, legislation signed by the governor provides that as of July 1, 2009, the CTC will issue English Learner Authorizations rather than a separate CLAD certificate. The requirements to earn an EL authorization are expanded, allowing for candidates to earn one either through approved course work, passing the CTEL exams, or combining course work and the exams (CCTC, 2009). While there is debate about the effectiveness of the changes to the CLAD certification, what is becoming clear is that these recent changes have left many professors of education and teacher educators, those whose training perhaps may not be with the EL student population, searching for support as they attempt to address the teaching of ELs in relation to their own content areas. Similarly, as districts recognize the importance of sustained professional development, they too are in search of ways they can support the specialized knowledge and skills of their teachers and staff.

Many research-based programs have surfaced in recent years offering educators several options in supporting the knowledge, skills, and ultimately the effectiveness of educators of ELs. How-

practices for ELs. Some of the topics addressed by the video cases and commentaries include:

- Lowering the affective filter;
- Vocabulary development;
- Error correction;
- Developing learning-to-learn skills;
- Supporting beginning ELs;
- Differentiating instruction;
- Integrating literature into ELD and SDAIE lessons;
- The role of native language;
- Issues faced by adolescent immigrant students.

The Stanford English Learner Library of Resources can be accessed at <http://ellib.stanford.edu>. After registering and gaining a password, one may access the video materials at any time by clicking on the "Public Video Library" option. Video materials are organized under the course categories they correspond to (i.e., Education 375 corresponds to the video lecture materials, Education 376 corresponds to ELD video case materials, and Education 377 contains SDAIE video case materials).

The public video library provides high-quality professional development materials for professionals working with ELs. The goal of the free public video library is to support educators' knowledge and skills in meeting the needs of our ELs, and ultimately, to support the academic and linguistic success of our ELs.

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Meet the Board of the CATESOL Education Foundation

By Dan Fichtner

The last issue of the *CATESOL News* explained a bit about the CATESOL Education Foundation. This article will introduce the new members of the board and also explain how you can make a tax-deductible donation to the organization. At the April 18, 2009, board meeting in Pasadena, the following slate of officers was elected.

Dan Fichtner, president, has been involved in CATESOL since the early 1980s and has served on the board as secondary chair and president. He has also worked state and local conferences, serving on various committees. He is continuing to fulfill his campaign promise of starting an educational foundation to help provide educational opportunities to teachers of English learners and to inform the general public about their strengths and needs.

G. Vittoria Abbate-Maghsoudi, secretary, has dedicated more than 35 years to the fields of Teaching English to Speakers of Other Languages (TESOL) and intercultural education. During these years she has taught and administered ESL/EFL and intercultural training programs in both the private and public sectors. A member of TESOL and CATESOL since 1975, Vittoria most recently served as CATESOL adult level chair in 2007-2008 before joining the CATESOL Education Foundation Board of Directors in 2008.

Don Sillings, treasurer, has served as treasurer for one year. Don also serves as the treasurer for CATESOL and has previously served as the treasurer for the Orange County Chapter of CATESOL. He has been a member of CATESOL since 1999. He brings close to 20 years of experience in the accounting field, most of which was

spent in a foundation setting. He has been expertly managing the financial operations of the foundation and has been looking for ways to help increase donations.

Barbara Ishida, vice president, has taught ELD for many years in both California and Japan. She is now a high school ELD/English teacher in Modesto City Schools and has also worked as a site and district English learner coordinator. She has been active in CATESOL for the past eight years since the formation of the Yosemite Chapter in her hometown by serving on the committee/board in various capacities to organize chapter events. Her current position on the CATESOL Board is secondary level chair.

Karen Dennis, director at large, has actively served as president of this foundation for its first two years, and on the CATESOL board as president, community college level chair, co-coordinator of the preconference institutes, and treasurer of the LA Regional Conference.

Belinda Braunstein, liaison to CATESOL, is the president of CATESOL. She has also served on the CATESOL board as IEP level chair, chapter council chair, and as a chapter coordinator. Her guidance is helping the 2010 State Conference meet its goal of providing ESL teachers opportunities that further their professional expertise and promote appreciation of diverse linguistic and cultural backgrounds, making them more aware of the issues in the education of English learners.

All directors and members of the CATESOL Education Foundation hope to foster its mission by wisely and prudently determining ways to assist English learners in their education, and by helping teachers and the general public understand more clearly the situation that English learners find themselves in: They have many positive points, including fluency in more than one language and skills in negotiating between cultures. These and other skills and attitudes should be fostered in their development to become bilingual, biliterate, and multicultural members of our society. It is our mission to help them integrate into American society and benefit not only themselves but society as a whole.

Don Sillings, the treasurer, has been working hard to develop on-line donation capabilities and also the ability to donate used autos and boats and so forth to benefit the foundation in its mission. All donations to the CATESOL Education Foundation are tax deductible. A letter describing your donation will be sent to you to use for tax purposes.

- If you are interested in donating a car, boat, or recreational vehicle, contact Cars 4 Causes, a nonprofit agency specializing in these types of donations. It will handle all the details and in turn donate 70% of the net proceeds of the donation to the CATESOL Education Foundation. Please see the ad on this page for contact information.

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TESOL Advocacy Day 2009

By Lisa L. Ireland

Socio-Political Co-Coordinator

In the realm of state and national politics this has been an exciting year to say the least. When I first arrived in Washington, DC, two things impressed me—the vast numbers of people on the Mall promoting health-care reform and the extent of Obama-mania. Aprons, T-shirts, books, magnets, and life-size cardboard cut-outs featuring the president and first lady were everywhere.

Early on June 24, 2009, I convened in Washington with 22 other TESOL members representing 18 U.S.-based affiliates to participate in the Fourth Annual TESOL Advocacy Day. While the primary focus of Advocacy Day was to lobby key representatives and senators for the long-overdue reauthorization of the Workforce Investment Act (WIA), the long-term goal was to promote grassroots advocacy at the state level by training affiliate sociopolitical coordinators how to make appointments with representatives and senators and how to hold successful meetings.

The day was packed with briefings and workshops, followed by meetings on “The Hill” and a debriefing. In response to recent congressional action, this year’s focus was adult ESL and the efforts to reauthorize the WIA. To maximize the impact of Advocacy Day, key members of Congress serving on the education and appropriations committees in the U.S. Senate and House of Representatives were identified for meetings. This year, I met with staff from the offices of California Reps. George Miller (D-7th District), Lucille Roybal-Allard (D-34th District), and Michael Honda (D-15th District).

Before arriving in Washington, TESOL coached me on the process of making appointments with the targeted congressional representatives, as well as talking points, background information, and links to reports regarding adult education and ESL and the WIA in particular. Finally, I researched adult education and ESL issues in California to provide a personal connection to the upcoming reauthorization vote.

TESOL Advocacy Day began with a welcome from TESOL President Mark Algren, who was joined by President-Elect Brock Brady and Executive Director/CEO Chuck Amoroso Jr. The morning workshop, led by John Segota, director of advocacy and professional relations, comprised two briefings. The first briefing featured the congressional staff from Senators Edward Kennedy (D-Mass.), Mike Enzi (R-Wy.), and Sherrod Brown (D-Ohio) discussing the “view from the Capitol Hill” on WIA reauthorization and the key issues under debate.

The second briefing featured Lynn Selmser, policy director of the National Coalition for Literacy, Amy Ellen Duke-Benfield, senior policy analyst for the Center for Law and Social Policy, and Lennox McClendon, executive director of the National Council of State Directors of Adult Education. Each speaker emphasized the impor-

ance of moving away from the sequential nature of ESL instruction that precludes employment training toward ESL instruction within the context of job-training sectors.

After these briefings, we took part in a workshop on how to have an effective meeting. This workshop was led by Ellen Fern and Krista Heckler of Washington Partners, LLC, TESOL’s legislative consultants. Participants were provided key information to prepare for their meetings and given the opportunity to role-play. The purpose of the morning briefings and the workshop was to help the participants gain a sense of the political climate and to know what to expect on Capitol Hill that afternoon. For example, the participants were prepared for a number of scenarios, including meeting in a busy hallway, meeting with someone other than the staff person who handles WIA, and how to answer questions.

After a short lunch, the participants headed for the Capitol. It was hard to realize that I was about to enter the Longworth and Rayburn House Office Buildings, just across from the Capitol itself and around the corner from the Supreme Court. Once I cleared security, I found that the buildings themselves were surprisingly ordinary with reconstruction going on and furniture in the hallways. The Rayburn Building featured bells, signifying a House vote was taking place.

My afternoon meetings flew by, with the congressional staff members emphasizing the pro-education platform of each member and the impact of remaining in contact with representatives at both the national and state levels. Overall, the staff members were down-to-earth and genuinely interested in the information I shared regarding ESL and adult education in California. Rep. Honda’s staff person turned out to be a high school science teacher and could truly relate to the information that I was sharing with him.

At the end of the day, all of the sociopolitical coordinators met to share experiences and what we learned. Within a short 3-hour period, we had met with more than 70 representatives and senators. The meetings went well and some even met with the senator or representative personally. This was an amazing experience, empowering me to continue to advocate for education and encouraging me to remain politically active. The staff members collectively emphasized the influence that constituents have when they share their voices.

One of the first assignments as Advocacy Day graduates was to encourage the affiliate membership to participate in a monthlong Virtual TESOL Advocacy Day by contacting their representatives to urge WIA reauthorization. As of the end of July, more than 700 messages had been sent to Congress and the Senate, with California/Nevada topping the list at 283!

If you are interested in learning more about legislative advocacy at the state or national levels, please visit www.catesol.org or www.tesol.org for more information.

CATESOL Education Foundation

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• If you are interested in donating directly to the CATESOL Education Foundation, you can do so on-line at <https://guest.cvent.com/events/default.aspx>, entering Event Code 5SNC26J47FW and clicking on “Register.” This will begin the donation process. Although this looks as if you are registering for an event, rest assured that you are not but are indeed making a donation. This is an interim method of reaching the site. Please watch for a direct link to be included on the CATESOL website, on conference registration sites, and on the membership renewal site in the near future.

• You may also make donations via mail to:

CATESOL Education Foundation
c/o Don Sillings
19881 Brookhurst St., Ste. C-133
Huntington Beach, CA 92646

Dan Fichtner is president of the CATESOL Education Foundation.

White House Graduation Initiative Paints a Bright Future

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to banks and private lenders for student loans” (*The Las Vegas Sun*, 2009, p. 4). The new program would also bolster remedial education, which in some colleges includes English as a Second Language (though I would argue that ESL is a foreign language, taught using the same methods as any other foreign language, be that Spanish, French, German, Japanese, etc.). Once students have improved their English language abilities and acquired vocational training, their bilingual ability will be a plus when they are added to the workforce. An additional benefit of the AGI funding is a push for more innovation in education, something the community colleges have already been adept at providing throughout the years.

As President Obama also explained, many of the jobs that people have lost will no longer exist in the coming years. The demand will be for medical technicians, lab specialists, and solar panel installers. Community colleges are already training 59% of the country’s nurses (*Las Vegas Sun*, 2009). English as a Second Language courses will be the first stepping-stone toward the fulfillment of our students’ dreams. When my students tell me their goals, though I never doubt their abilities or determination, I realize that they may have an extremely long road ahead of them. However, with the infusion of financial support for the community college, their travel upon that long road of hopes and dreams becomes less stressful and much shorter.

References

Brooks, D. (2009, July 14). Community colleges are our future. *The Las Vegas Sun*, p. 7.
Funding community colleges [Editorial]. (2009, July 17). *The Las Vegas Sun*, p. 4.

Expanding the Role of Secondary Teachers of English Learners

By Barbara Ishida
Secondary Level Chair

At a time when the economy is sagging and no one is immune from its effects, it is even more imperative for teachers to expand their role in the education of English learners. School districts are not only decreasing the number of teaching positions and increasing class size but also eliminating counselors. With their counseling caseloads burgeoning, counselors will have less time to advise students about the courses they need to take to be college ready or to counsel them about financial aid and the application process except to those who are aggressive and request more information. As many of us realize, not all English learners are knowledgeable about higher-education opportunities, let alone know the procedure to get there.

From personal experience I know that some English learners do not know the first steps toward applying to a college. Some of it may be due to their English proficiency, but much of it is due to their newness to the United States and their lack of knowledge about our school system. In addition, many do not have older siblings who have attended college here, and therefore, they do not know the necessary steps. Would you have known that you had to apply to a university the year before you wished to attend if someone had not explained this to you? Would you have known which school would be best for you to attend? Would you have known that the school re-

quired the SAT or ACT or even what these are? There is so much that our English learners would not have known that their chances of going to college would have been severely limited if someone had not explained it to them.

If we view our role as partners with counselors to prepare students for higher education, we can do much to further our students' awareness of the opportunities available to them. We need to become as knowledgeable as we can to inform and instruct students about:

1. Their right to attend a college;
2. The benefits of a college education—self-esteem, personal satisfaction, better job opportunities (perhaps when the economy is better);
3. The required college preparatory courses (A-G requirements in California for the UC and CSU systems);
4. In-state tuition if a student attended a California high school for three years and graduated (AB-540);
5. The application process to attend college (community colleges as well as 4-year colleges and universities);
6. Sources to obtain information about specific colleges;
7. Financial aid and scholarship opportunities.

A good place for teachers to start is at the counseling office at their schools. Another great source is the Puente Program's student resource guide at www.puente.net; go to the "Current Student" folder for a wealth of information. (The Puente Program is an academic preparation project cosponsored by the University of

California's Office of the President and California Community College Counselors Chancellor's Office and has sites throughout the state.) For more information, "Undocumented—With college dreams" is an article of interest in the April 2009 issue of *Educational Leadership*. The theme of this issue is "Supporting English Language Learners" and the other articles are also of interest.

Because it is not enough just to tell students about such information, show students how to use this information and take them through the process. Taught in small chunks, these pieces of information would be great minilessons and ways to integrate authentic reading materials into the classroom. Plus, a recent UPI survey study, reported in an article titled "College barriers may lead to giving up" (April 24, 2009), showed that "students who felt that college was an option for them, expected to do better in school and planned to put more effort into studying and homework, compared to students who did not view college as a realistic possibility." Armed with information, we can motivate our students to do well in our classes and promote their success. Remember the Chinese proverb: "A journey of a thousand miles begins with a single step."

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Positive Affect in Precious Little Time

By Sarah Pesavento

The IEP classroom is by default the core of many students' personal communities; most students are far away from their families and friends and many have little contact with people outside of their language programs. Thus, we as teachers have the unique opportunity to create environments in which our students feel appreciated and esteemed. This is particularly important because beyond "warm and fuzzy" feelings, increased positive affect allows students to be more successful in language learning.

One serious challenge for IEP teachers trying to create these environments is time. In Intensive English Programs there is usually quite a bit of information to cover in a relatively short period,



particularly when students are focused on high-stakes testing such as TOEFL and IELTS. Therefore, the following methods of integrating affectively positive elements into existing and full-to-capacity curricula have been of great value to me and my colleagues at the SFSU American Language Institute.

Use Names—It may seem small and simple, but merely saying, "Hi, Simon," or "See you tomorrow, Mohamed," as opposed to impersonalized statements, lets students recognize that you are noticing them individually instead of as just part of the class. The benefits of doing this are twofold because it also deters students from thinking that they can just "blend in" when they don't want to be noticed or held accountable in class.

Find Out What Students Are Good At—Look into what students like to do outside of English class and keep track of what you learn. Then, when something comes up in class that they might know about, they can contribute. For

example, if you are using technology in the classroom, ask students who play computer games or who have majored in engineering to assist. If you have a student whose handwriting is very neat, you can ask him or her to write the agenda for the day on the board. Telling students that you are asking them to do things *because they are good at them* can allow students to see that you have noticed them individually as having a particular ability worth contributing. This, in turn, can often lead to students' having a desire to contribute more to the class during formal activities or discussions.

Use Students' Lives as Material—This approach becomes efficient when you replace generic, preexisting topics in your current lessons with topics tailored to your students. You can gather potential topics by listening to students' casual conversations and asking them about what is going on in their lives. For instance, if your class is practicing the simple present tense and

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CATESOL 2010

41st Annual State Conference



Teaching and Learning in a Global Community

April 22-25, 2010 • Santa Clara, California
Santa Clara Convention Center • Hyatt Regency Santa Clara

<http://www.catesol2010.org>

By Barbara Forsberg
Publicity Coordinator

Planning is well under way for the 2010 CATESOL State Conference in Santa Clara. It's time to start thinking about how you'd like to participate. The theme is an excellent description of what the TESOL community has always been about: a global outlook incorporating diverse perspectives, cultures, styles, and learning in the classroom and beyond.

Here are the thoughts of our CATESOL president, Belinda Braunstein:

We are all teachers and we are all learners. I have gained as much from my international and Generation 1.5 students as I hope they have learned from me. As part of a classroom community, I have seen them learn from each other—not only in relation to language and culture, but human attributes such as tolerance, perseverance, and perspective. We are fortunate to be in a field where our lives may be constantly enriched by this intercultural interaction and exchange of ideas and perspectives.

Please consider this a warm invitation from the conference planning team to attend, volunteer, submit a proposal for a presentation, and participate in any way that enhances your teaching and learning in our global community.

Need Reasons to Attend?

I can't imagine coming up with better reasons to attend CATESOL 2010 than those Dorothy Zemach provided in an *Essential Teacher* article, "Seven Reasons to Attend the TESOL Convention." I've paraphrased them here:

1. You'll learn something (probably lots of things).
2. Maybe it will be the only "vacation" you get.
3. You can look over all those materials in the Exhibitor Hall.
4. It will make you look good professionally.
5. You can meet people face-to-face.
6. You can network for jobs and learn about career opportunities.
7. It will renew your spirit (she saved the most important for last).

And, of course, participating as a volunteer or presenter only increases these benefits.

Saturday's Featured Speaker

Guadalupe Valdés, PhD, will be our featured plenary speaker on Saturday, April 24. Dr. Valdés is the Bonnie Katz Tenenbaum Professor of Education at Stanford University. An eminent expert on Spanish-English bilingualism in the United States, Dr. Valdés has written numerous books, including *Learning and Not Learning English: Latino Students in American Schools*, *Expanding Definitions of Giftedness: Young Interpreters From Immigrant Communities*, and *Con Respeto: Bridging the Distance Between Culturally Diverse Families and Schools*.





Santa Clara Convention Center
Photo courtesy of Santa Clara CVB

All the Standard Great Stuff

If you've ever been to a CATESOL State Conference, you know about the excellent resources available in the Electronic Village, publishers' exhibits, and preconference institutes. All these will be there for you in Santa Clara in 2010. If it will be your first state conference, I highly recommend the Newcomers' Orientation to help you make the most of your time.

The Venue and Nearby Attractions

The conference will be held at the Santa Clara Convention Center and the Hyatt Regency Santa Clara (which are next door to each other). It's a great location and (if you can manage to find the time) there are many wonderful places to see and things to do nearby. If you're flying, the San Jose airport is less than five miles away, and the Oakland and San Francisco airports are both about an hour away by car.



Fun at Great America
Photos courtesy of Santa Clara CVB

Sunday Workshop Topics

Teaching Readers of English
Dana Ferris, University of California,
Davis John Hedgcock,
Monterey Institute of International Studies

Activities for On-Line and
Paper Dictionary Use
Keith Folse, University of Central Florida

Corpus-Informed Activities for
Listening/Speaking
Robin Persiani, Sierra College
Based on materials developed by
Janis van Zante and Robin Persiani

Teaching Techniques Based on
Universal Design Principles
Mark Roberge, San Francisco State University



Mission Santa Clara de Asis on the
campus of Santa Clara University
Photo courtesy of Santa Clara CVB

Below are the names and e-mail addresses of some of the intrepid planning-team members. They've got a role for you! E-mail Conference Chair Sharmin Khan if you'd like to join in the fun (even just a little).

Conference chair: Sharmin Khan,
sharminskhan@yahoo.com
Program chairs: Sarah McGregor and
Shannon Woodworth,
catesol2010program@gmail.com
Site chair: Valerie Kiadeh,
valeriebk@yahoo.com
Exhibits coordinator: Monica Snow,
msnow@fullerton.edu
Advertising: Glenn Gardner,
catesoladv@dslextreme.com
Volunteers: Sue Berghoff,
susanberghoff@aol.com



We'll Be in Touch and Hope You Will Be Too...

Stay tuned for more news via subsequent CATESOL News articles and e-mail. And bookmark the conference website (<http://www.catesol2010.org>) to check for the latest plans. Please let us know what you need from the 2010 conference to help you thrive in your teaching and learning in the global community.

Reference

Zemach, D. (2008). Seven reasons to attend the TESOL convention. *Essential Teacher*, 5(4), 13-14.

Positive Affect

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you know that some of your students are having roommate problems, you could ask them to describe something that their roommates always or never do that they dislike. Being privy to this kind of information and encouraging its exploration allows you to address what is important to students, which makes them both more engaged with the material and aware that you are interested in their lives.

Incorporate Mini-Conferences—In each of my classes, there are many occasions for in-class individual or group work. I have found that these can be excellent times to hold informal mini-conferences with individual students. As the stu-

dents work, spend between 2 and 5 minutes talking with each one individually about whatever you think is appropriate. This individualized attention affords the teacher a chance to address concerns or give praise, and it gives students the sense that their teacher is noticing them and their distinct needs.

Each of these approaches can be used without any additional time requirements, and they have all been beneficial to my classes. When I began using these ideas I saw small changes in my students at first, but those small changes grew larger, and they have led to greater teaching and learning success in my classroom.

Sarah Pesavento teaches at the American Language Institute at San Francisco State University.

ADULT LEVEL

Hard Times Bring Changes, Challenges, and Opportunities

By Paige Endo
Adult Level Chair

As I write this, we are busily planning for the fall term at Mt. Diablo Adult Education in Concord. Our program will have a new look come September (August, actually, since we are also revamping our registration and orientation process). We will be running fewer classes morning and evening. Core ESL classes will run Mondays through Thursdays instead of through Fridays. Morning and evening classes will be 15 minutes shorter than before. Our calendar looks different, too, with 1 week off at Thanksgiving and 4 weeks off between December and January. Reimbursement for conference attendance has been cut. Distance learning, if we do any, will be paid strictly out of our ESL budget. We will also be instituting a \$10 registration fee for our core classes for each term. And these are just the changes to the ESL program!

I imagine most of your programs will also look and feel quite a bit different compared to those of last fall. I asked colleagues from different agencies to share both the changes they are facing or carrying out and any opportunities that have come out of these challenging times. Here is what I learned.

Changes and Challenges

Conejo Valley Adult Education in Thousand Oaks: Bette Empol, ESL/CBET coordinator, wrote that among the changes is the institution of a registration fee of \$10 a semester. They have cut pronunciation, conversation, and writing classes, in essence eliminating those classes in which students are not CASAS-tested and would not therefore earn more pay points. In addition, they have cut classroom aides and will cancel any classes with fewer than 20 students. The K-12 district is keeping their CBET funds, so the two CBET classes they are offering “will be paid with ESL funds.” They have also had to reduce babysitting to just one CBET class. They will still do staff development, which will now be “pupil-free” days instead of paying staff to come in for extra time.

Martinez Adult Education: Leif Williams, ESL coordinator, said class times will be cut by half an hour, and that they have also cut the number of days per week classes are offered. They, too, will institute a registration fee, which will be \$25 per year, and it “includes as many ESL classes as the student would like to take in the year.”

Palo Alto Adult School: Kara Rosenberg, principal, said they had “made a 20 percent cut by reducing schedules by 20-25 percent.” They will offer fewer days and fewer weeks of ESL. Additionally, they will eliminate one EL Civics objective while hopeful that “more consistent attendance and new assessments will make up for the reduction.” They will charge \$45 per quarter

for their Learn English at Home program rather than eliminate it. They have decided not to charge any fees for ESL classes, but they “have developed a few fee-based courses aimed at students who are not interested in a Life Skills based program.” These classes will be offered to students who place above a certain (to be determined) CASAS level. Both Kara and others I have spoken to have mentioned the possibility of offering free low-level ESL classes but charging fees for higher-level classes.

Kara also wrote about other programs within their adult school, saying that most of their programs “are still taking place with increased fees and fewer hours.” She mentioned the strong support they were receiving from their district and the adult school’s efforts in supporting “the achievement of K-12 students by offering programs that help parents support their children.” She said that Palo Alto Adult School would continue to “offer CBET programs, the Parent Project (with the police department), and the Parent Institute for Quality Education (with one of the high schools).” Finally, she said that their goal was “to create a strong literacy program and parent education programs that both educate adults and help bridge the achievement gap.” Hear, hear!

Pittsburg Adult Education: Lynne Nicodemus, vice principal, shared some of the changes they have made since March 2009. They have closed two evening ESL classes, two VESL classes (one pre-CNA and the other a computer-skills class), and one intermediate/advanced afternoon ESL class. They have also closed their Community Technology Resource Center, which had been open four afternoons a week and Saturday mornings. “ESL students were the primary users of this center.” They closed their five-class CBET program since the K-12 district is keeping their CBET funds. Their schoolwide staff development day was cut. They will have reduced funds available for instructional materials, and their conference attendance has been severely reduced. They will be charging a “\$10 testing fee” for “new or returning students who haven’t been tested in the current quarter” beginning in Fall 2009. Plans for CASAS e-testing may be on hold if “the funding for more computers is not available.”

Oakland Adult and Career Education: Kelley Keith, teacher on special assignment, ESL and Citizenship Program, said they have “seized the opportunity to follow the K-12 calendar” for 2009-1010, which will mean earlier start dates for professional development and classes. They will also extend the calendar for a week, so their school year will be August 30-June 22. Oakland will have three 6-hour professional development days. She said that in the 2009 summer term all program areas were “dramatically reduced”; however, the calendar was not shortened. Classes and staff have been trimmed, which will result in “fewer students (who) will be able to get the services that they need.” Oakland has decided against charging fees in order to be able to continue to

serve those students who cannot afford “even a nominal fee.”

San Diego Community College (a noncredit community college program): Gretchen Bitterlin, ESL program chair, wrote that their summer program had been reduced to a 6-week term this summer. Although they will not reduce the number of classes offered in the fall, “the average class size will be enforced more than usual.” They have also decided to cancel classes when a teacher is out, resulting in a savings of “\$700,000.” (!) Additionally, they will be using 231 (grant) funds to “pick up costs for placement” because of the cuts made to their matriculation budget, which had previously paid for these costs.

Opportunities

Despite, or perhaps because of, the cuts and changes to how we all do business, some opportunities have emerged. Kara Rosenberg (Palo Alto Adult School) mentioned professional development and curriculum development as two such opportunities. “Some of the cut weeks will be restored to teachers as mandatory professional development and optional curriculum development time.”

The shorter calendar at Mt. Diablo Adult Education will allow us to have 3 terms of nearly equal, but shorter, lengths, which has pushed us to work on revising our course outlines, a long-desired goal. Also, with the core classes reduced to 4 days, our morning and evening classes will, for the first time, provide the same number of hours per term, making our levels more consistent morning and night. With the addition of the registration fee, we have also decided to add an orientation component to our registration and placement process, another longtime goal.

Kelley Keith reported that she and others at Oakland Adult and Career Education “see this as an incredible opportunity to change adult ed as it currently exists.” Their vision is to integrate programs “to fully serve our students better” with a “clearer focus on quality versus quantity.” In fact, in summer of 2009, a team of teachers, coordinators, and administrators formed an “Integrated Programs” working group to design “an entirely different kind of adult education.” They envision enabling students to “move more easily” between programs and offering “programming directed at community needs such as literacy services, career and job training.” They are excited about being able to “offer our students multiple pathways to success!” And who wouldn’t be? Onward, Oakland!

What a lot of unforeseen changes have taken place at most of our agencies and to our programs, and seemingly so quickly. Gretchen Bitterlin wrote, “It’s going to be a lean year,” and she is so right. Somehow that gives me some perspective and hope. This year will be lean, maybe next year will be leaner, but eventually the tide will surely turn, and in the meantime, quality

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Award-Winning and Nonnative-Speaking ESL Instructor Shares Better-Teaching Tips

By Cassia De Abreu
NNLEI-IG Coordinator

Every year the members of the Academic Senate governing board at Southwestern College in Chula Vista select eminently qualified nominees in three distinct categories to receive Faculty Recognition Awards: Teaching Excellence, Professional Leadership, and Adjunct Faculty. As part-time faculty at this college I was very pleased to learn that the adjunct faculty selected to receive the award in that category was a fellow ESL instructor, dear colleague, and nonnative speaker of English, Yuki Yamamoto.

I asked her if she would like to share some of her thoughts, professional experience, and suggestions with me so that I could write an article for the *CATESOL News*, and she gladly agreed to an interview. What follows are the highlights of our long and fruitful conversation about teaching, learning, and further developing one's academic skills to achieve higher levels of excellence in the ESL teaching workplace.

In regard to strategies that may benefit instructors interested in further developing their teaching practice, Yuki Yamamoto said that it is important to network and get involved in departmental activities such as curriculum review and redesign as well as chairing a significant committee. These are great professional development opportunities that not only allow one to learn more about the institution where one works, but also to share experiences with other colleagues. For example, in her case, she chairs the assessment committee and has diligently par-

ticipated in the ESL curriculum redesign at Southwestern College as it transitions to a content-based instruction (CBI) model. She said that these experiences have helped her overcome any hidden fears and anxieties stemming from the fact that she is not a native speaker of English. She also said that once one stops comparing oneself with other instructors, one can most definitely boost one's confidence. She said these experiences, accompanied by her success during the past several years promoting high-quality student learning, have allowed her to recognize the unique value that a dedicated and skilled nonnative English-speaking instructor can bring to the ESL classroom.

Furthermore, she believes we should make use of our prior knowledge and skills in any area of expertise to maximize our English-teaching practice. For instance, she comes from a strong business background in which she had to conduct highly professional presentations to important businessmen in Japan. She makes use of this experience by applying many of these presentation principles in conference workshops and in working with colleagues and her students.

Finally, on a personal level, and speaking from the perspective of a successful nonnative language educator, she said that each one of us is in charge of choosing our path in life. Thus, one should establish clear goals and pursue these goals without fear of failure. She also said that "your thoughts and ideas are the most important aspects, and language is primarily a tool used for communicating. It is most important for ESL students to learn how to articulate their thoughts, ideas, and feelings in the L2 so that they can both express and understand complex concepts in the target language."

Yuki Yamamoto concluded her thoughts by saying, "People are most usually not interested in your accent when they are talking to you. They are interested in your ideas and in what you are trying to say."

On behalf of the Non-Native Language Educators' Issues Interest Group (NNLEI-IG), please receive our most sincere thanks for your dedication and excellence in the field of ESL teaching, Yuki Yamamoto! You are an inspiration to us all.

Since Yuki Yamamoto settled in San Diego in 1998, she has taught in numerous ESL programs, both at the community college and university levels. She now teaches ESL at Cuyamaca College, Kumeyaay Community College, and UCSD, and ESL and Japanese at Southwestern College. She has also been a frequent presenter at statewide and regional CATESOL conferences and at the annual International Conference on Critical Thinking. Teaching is her passion and she strives to bring learning alive in her students' minds and hearts.

Hard Times

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instruction will continue, adult ESL students will be served, and ESL professionals will continue to find ways to grow, as CATESOL continues to make it its mission to:

- Improve teacher preparation and provide opportunities that further professional expertise;
- Promote sound, research-based education policy and practices;
- Increase awareness of the strengths and needs of English language learners;
- Promote appreciation of diverse linguistic and cultural backgrounds.

Carry on, dear colleagues. Let's not just survive; let's strive to thrive!

Paige Endo is ESL/Citizenship Coordinator for Mt. Diablo Adult Education.

Making On-Line Flash Cards for Learning English —An Instant Activity

By Jose Lopez Mercedes
TELL-IG Coordinator

Using flash cards to practice English is a lot of fun for students. Making flash cards on the Internet can engage students and ultimately help them learn English. One of my favorite flash card-making sites is www.quizlet.com. This site allows students to study vocabulary, create their own flash cards, and share them with their friends.

Students of all language levels can make flash cards on Quizlet. Here are the instructions to get your free account. You must have an e-mail account to sign up.

1. Go to <http://www.quizlet.com>.
2. Click on "Sign Up Free."
3. Enter the information. Make a password you can remember.
4. Click on "Sign Up." You will be asked to confirm your registration by e-mail.
5. Confirm your registration, and then log in with your username and password. You will see the following tabs: "Home," "My Dashboard," "My Groups," "Help & Features," "Find Flashcards," "Make Flashcards."
6. Click on "Make Flashcards."
7. Type in the title and subject.
8. Choose the option of sharing your flash cards with everyone, only certain people, or just yourself.
9. Type in at least five vocabulary words under the "Terms" column, and type the definition under the "Definition" column. If you need to add more rows, just click on the plus sign.
10. Click "Save."

Students can print flash cards, play games, take a test, or share their cards by e-mail, Facebook, or MySpace.

IN THE CHAPTERS

Bay Area Chapter Begins Planning for 2009-2010

By Judith O'Loughlin

Chapter Coordinator, Bay Area Chapter

The Bay Area Chapter of CATESOL held its first annual officers' luncheon and end-of-the-year officers' meeting on May 30, 2009, at the home of chapter coordinator Judith O'Loughlin. The officers reviewed the year's events, which included two mini-conferences, one in December 2008 and one in May 2009.

Officers attending the luncheon included Brenda Goldstein and Vicki Pabley, community college reps; Stephen Dalton, IEP rep; Anthony Burik, adult education rep; Debra Reeves-Gutierrez, college/university rep; Meg Morris, elementary rep; and Nan Tang and Masako Yamada, chapter secretaries.

All officers were thanked for their year of dedication and service to the chapter. However, three board members were given special thanks. Masako Yamada, web master and secretary, was thanked for her year of service to the chapter and given a certificate of appreciation for her dedication to the chapter and to CATESOL. Masako returns to Japan to teach English. In addition, Stephen Dalton, IEP rep, was thanked for his work on the two mini-conferences and his dedi-

cation and support of the chapter since its inception in the fall of 2007. He, too, was awarded a certificate of appreciation for his dedication to the chapter and to CATESOL. Stephen too will be moving to Japan to teach English for the upcoming school year. Finally, Shirley Sung, treasurer for 2008-2009, was awarded a certificate of appreciation in absentia for her service to the chapter, as she was unable to attend. All three board members will be missed as the Bay Area Chapter begins its 3rd year.

During the end-of-the-year luncheon meeting, chapter officers discussed several ideas for fall events, including a session on proposal writing, fall and spring mini-conferences, and involvement in the Northern Regional Conference, including hosting a lunch rap session.

Our meetings and events are held at Alliant International University, 1 Beach St., San Francisco, directly across the street from Pier 39. Alliant International can be reached by BART (Embarcadero Station), Muni F line, and Muni Bus 10. For this year's events, as per member request, we will post information about local parking on our chapter website.

Our current website (www.bayareacatesol.org) houses archived information about our past events. Before this issue of the *CATESOL News* is distributed to members, we will be in the process of changing our website. Please check the CATESOL main website (www.catesol.org/

chapters.html) for information about our upcoming events and meetings.

The following officers will serve the Bay Area Chapter for the 2009-2010 year. Please note the vacant positions. We need a few more volunteers to get involved in our board and help us plan events for the more than 600 Bay Area CATESOL members. If you are interested in getting involved at the organizational and leadership level, please contact Judith O'Loughlin, chapter coordinator, e-mail: joeslteach@aol.com.

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Coordinator-elect: (position vacant)
Treasurer: Nan Tang
Secretary and web master: Elizabeth Wadell
Elementary rep: Meg Morris
Secondary rep: (position vacant)
Adult ed reps: Anthony Burik and
(position vacant)
Community college reps: Vicki Pabley
and Brenda Goldstein
College/university rep:
Debra Reeves-Gutierrez
IEP rep: (position vacant)

We hope that many of you will be interested in attending events, getting involved in the chapter, and becoming a part of this young Bay Area Chapter of CATESOL. We look forward to meeting you at one of our next events.

Technology and Project-Based Learning Professor Susan Gaer to Present at Fall Los Padres Conference

By Terease Chin

Chapter Coordinator, Los Padres Chapter

"Unlocking Creativity" will be the theme of the October 10, 2009, fall conference sponsored by the Los Padres Chapter of CATESOL. Keynote speaker Susan Gaer, a professor of ESL at Santa Ana College School of Continuing Education, will be integrating this theme into her keynote address. She has an MA in Educational Technology from Pepperdine University and an MA in English: Emphasis on TESL from San Francisco State University. She has been using technology in education and developed a project-based website called Web Projects (<http://www.susangaer.com/studentprojects>) since 1991. An avid user of technology and project-based learning for beginning-level ESL students, she won the David R. Pierce Faculty Technology Award in 2003 and received the Sadae Iwataki award from CATESOL in 2006. The conference will be held on the beautiful campus of Santa Barbara Community College.

In addition to preparing for the upcoming conference, the chapter has enjoyed a robust schedule of free professional development workshops from Los Padres CATESOL; a total of 19 are

scheduled and 10 have been offered so far. Unfortunately two were cancelled because of the Jesusita fire in early May. The success of the workshops has contributed to enhancing teaching strategies and networking with other TESOL educators in Ventura, Santa Barbara, and Santa Maria.

The current team of enthusiastic, hard-working, and creative chapter coordinators/representatives includes:

Chapter coordinator: Terease Chin
Treasurer: Clara Bauler
Secretary: Douglas Smith
Adult ed rep: Silvia Morgan
Community college rep: Jaala Thibault
IEP rep: Paul Mori
University rep: Randy Rightmire
Events coordinator: Cassie Koop
Fall conference coordinator: Jaala Thibault
Professional development coordinators:
Jack Bailey and Jaala Thibault

Nominations are being accepted for representatives in K-12, Ventura County, and SLO County. As always, we welcome more members to participate in the planning and coordinating of future events.

Pronunciation Expert Linda Grant to Present at Fall CATESOL-OC Workshop

Don't forget to preregister for Linda Grant's workshop, "Getting a Grip on Pronunciation," to be held in the CATESOL-OC's full-day format Saturday, October 3, 2009, at the CSU, Fullerton's Titan Student Center. Grant, the author of such classic pronunciation textbooks as *Well Said Intro* and *Well Said: Pronunciation for Clear Communication*, will debunk myths about pronunciation, identify the highest-priority pronunciation features for all students regardless of language background, and explore the latest classroom techniques and strategies for teaching pronunciation.

The day will begin at 8 a.m. with registration, a continental breakfast, and publishers' exhibits. The general session begins at 9 a.m. and continues to 3 p.m. Preregistration includes the workshop, the continental breakfast, a Thai lunch, the publishers' exhibits, and networking opportunities. The fees are as follows: \$40 registration for CATESOL members, \$55 for nonmembers, \$15 of which is applied to CATESOL membership if you join at the time of registration. Students must include a photocopy of their student ID. The student fee is \$40 for non-CATESOL members, \$20 for CATESOL members, and \$20 for CSF TESOL club members. On-site registrants pay \$5 extra.

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Applicants Sought for Pearson Longman Spirit of Teaching Award

To support and reward exemplary teachers of teachers in the ESL/ELD field, Pearson Longman two years ago instituted the Spirit of Teaching Award. The striking award trophy, along with a check and a \$500 voucher for ELD materials from the Pearson Longman catalog, will be presented during CATESOL's 41st state conference April 22-25, 2010, in Santa Clara.

Eligibility:

- Currently a CATESOL member;
- At least 10 years of successful teaching in the ESL/ELD field;
- Successful mentoring of teachers in the field of ESL/ELD.

Submission Requirements:

- CV highlighting teaching excellence *and* mentoring activities with legal name, telephone number, and e-mail address;
- 400-600-word essay by the applicant *or* a colleague or mentee defining the term "Spirit of Teaching" and explaining how the candidate exemplifies the term.

Submit both requirements to Dan Fichtner as rtf documents at: dfichtner@aol.com. *Be sure to include the candidate's name, home address, current phone, and educational affiliation* to facilitate contacting her or him. To comply with U.S. tax regulations, the recipient of the award will be required to provide a taxpayer identification number (TIN) or Social Security number (SSN) before receiving the award.

Deadline: All documents must be received by February 1, 2010. The winner will be notified before March, before the state conference to enable him or her to attend and be recognized at the award ceremony.

Don't be shy—apply!

CATESOL Needs You!

The Rick Sullivan Award is a stipend of \$250 toward the cost of attending the CATESOL State Conference. To be eligible to apply, applicants must be CATESOL members who have never attended a state conference outside their home area before. They must also have made a contribution to CATESOL at any level below Board level.

In these difficult economic times, every bit of financial assistance helps, so now is the time to give something back to this volunteer organization and receive something in return. In other words, it is a win-win situation. What can you do to make yourself eligible to apply for this prestigious award? Perhaps you can be active in your local chapter or be on the planning committee for a workshop or conference. You may decide to present at a regional conference. How about submitting an article to the *CATESOL News*? The deadline for applying for the award is February 1, so you have plenty of time to put your plan into action and establish your eligibility.

Look for more information about applying for the Rick Sullivan Award in the next issue of the *CATESOL News*. CATESOL is an all-volunteer organization that is always looking for new ideas and fresh blood!

Lindsay Donigan, Fullerton College
CATESOL Stipends Chair
triggerld@yahoo.com

Pronunciation Expert

Continued from Page 12

Check the CATESOL website for any changes at www.catesol.org/chapconf.html closer to the registration deadline of September 19. Door prizes and centerpieces will add to the festivities. It is necessary to preregister by the deadline of September 19, 2009, to guarantee the breakfast and lunch and be assured of a seat as there will be no lunch for on-site registration.

For registration information, contact Catherine Whitsett at mizzwhit@juno.com. Registration forms and fees should be sent to OC-CATESOL, 5230 Fox Hills Ave., Buena Park, CA 90261. For further information, contact Coordinator Norma Barreto at norma.barreto@wcdhs.net or Coordinator-Elect Cecilia Salzer at sakuraz2000@yahoo.com.

For more details about the Fall 2009 workshop, please see the *CATESOL News* Summer 2009 edition, p. 11. Note that there is no "www." in front of Norma's or Cecilia's e-mail address. And it's not too early to mark your calendars for the OC-CATESOL spring event, which will be on Saturday, March 6, 2010.

SchoolsMovingUp's New e-Workshop Series: September 2009

"Academic Vocabulary for Pre-K–Grade 2 English Language Learners"

Learn and Implement Research-Based Academic Vocabulary Strategies
 for Grades Pre-K–2
 in this affordable series of four online professional development sessions

Discover how to boost your students' vocabulary and make learning engaging!
 Enroll now at <http://www.schoolsmovingup.net/eworkshop/ELLA>

For more information about SchoolsMovingUp's free webinars,
 please go to
<http://www.schoolsmovingup.net/cs/smu/print/htdocs/smu/webinars.htm>.

English Learners' Cultural Heritage as a Resource in Teaching ESL

Continued from Page 1

rary art rooted in native artistic traditions and language and yet remaining in constant dialogue with them. The museum also held a retrospective of Oswaldo Guayasamín, a renowned Ecuadoran artist, who was influenced just as much by the indigenous art of South America as by the Mexican muralists and 20th-century European art and whose art reflected on the political upheavals in various parts of Latin America.

Where Can I Learn About Art Traditions From ESL Students' Cultures?

Opportunities abound for learning about our students' cultures at the venues or events open to general public:

- Art museums;¹
- Traditional music or dance performances (e.g., ballet *folklorico*, Korean dance, Chinese opera, *kodo* drumming, bhangra competitions, concerts of classical Arabic or Persian music);
- Community celebrations of native holidays (e.g., Cambodian New Year, Carnaval (Brazil), Cinco de Mayo (Mexico), Guatemalan Festival, Lunar New Year (China, Vietnam), Russian Festival, Songkran (Thailand and Laos)).

Ideas for the Classroom

For great ideas on how to develop a lesson plan related to L1 art, particularly visual arts, I'd like to refer the reader to the Language Through Art: An ESL Enrichment Curriculum website produced by The Getty Center and four Los Angeles-area adult schools. The site includes tips for teaching ESL using art (narrative works, portraits, and landscapes) and a database for lessons for K-12 through adult levels.²

Class assignments in writing and listening/speaking ESL classes can be developed in conjunction with a visit to a venue listed above. Some museums may even help facilitate an on-site art workshop related to your class assignment. When a field trip is not an option, an L1 art-related topic can be developed based on individual research and/or experience.

Future Directions

Scholarship on the use of L1 culture in teaching ESL appears to be at an emerging stage. It straddles such diverse topics as arts in enrichment in education, intercultural communication, and L2 learners' identity dynamics. The OC Chapter's educational tour of MOLAA provided a direct opportunity to learn about some of our students' cultural heritage, to reflect on the importance of this knowledge, and to consider the ways to incorporate such knowledge into teaching ESL. Based on this experience, OC-CATESOL

hopes to offer other such events in the future. If you are interested in learning more about how L1 students' culture relates to L2 acquisition, CATESOL's thriving Intercultural Communication Interest Group and Teacher's Art Exchange listed below are great places to get involved.

Resources for Enriching ESL Curriculum Through the Use of L1 Arts and Cultures

- **Language Through Art: An ESL Enrichment Curriculum.** Tips for teaching ESL using art (narrative works, portraits, and landscapes) and the related lesson plan database for K-12 through adult levels. (www.getty.edu/education/for_teachers/curricula/esl/index.html)
- **Latin American Art.** A list of links to on-line resources and lesson plans. (www.princetonol.com/groups/iad/lessons/middle/mexico.htm)
- **Teacher Art Exchange.** An online community of teachers and learners interested in enhancing education through art. (www.getty.edu/education/teacherartexchange)

Examples of ESL Assignments Based on L1 Arts

The following *writing* topics could be used in description, division, narration, process, or contrast/comparison paragraph or essay assignments.

- Using narrative art vocabulary, describe the story contained in the [title] painting and the visual details that support it.
- Describe the relationship between the different characters in the [title] painting.
- Describe the life of [artist's name] as seen through his or her self-portrait.
- Describe the life of [...] as seen through his or her portrait by [artist's name].
- Using chronological order, describe the life of a famous artist, musician, or writer from your country.
- Describe traditional arts or music in three different parts of your country.
- Describe the process of making a piece of art original to your country.
- Compare or contrast two artists from your native country (or region).
- Using appropriate art vocabulary, compare or contrast the following two works of art: [titles].

Some of these topics can be also used for individual or group presentation assignments in *oral skills* classes. Addition of visual aids would enliven such presentations and make them more interesting and accessible to the audience.

• **CATESOL Intercultural Communication Interest Group (ICIG).** A CATESOL interest group that promotes intercultural communication awareness and skills both in classroom instruction and professional development for TESL teachers in all types of TESL programs. (www.catesol.org/icig/index.html)

• **Of Rage and Redemption: The Art of Oswaldo Guayasamín.*** A set of three complete, full-color lesson plans on the art of this Ecuadoran artist. (www.vanderbilt.edu/clas/k12_outreach/resources)

• **Sample Lessons: Diego Rivera, Frida Kahlo, Tarsila do Amaral, Ayon Belkis.*** Lesson plans collected by MOLAA Education Department.

• **Culture in the Classroom: An Asset or Liability?*** Paper presented by Doreen Szeto-Chiu at CATESOL 2009 Pasadena, April 16-19, 2009. A review of cultural issues that arise in the ESL classroom, including communication rules, holidays, and histories, as well as various activities to engage them.

* The last three sources, *Of Rage and Redemption*, *Sample Lessons*, and *Culture in the Classroom*, are also available from <http://languagearts.cypresscollege.edu/~aigoudin/Research.htm>.

Endnotes

¹ For a sample list of the greater LA-area museums that feature non-European art traditions, see the MOLAA presentation handout at <http://languagearts.cypresscollege.edu/~aigoudin/Research.htm>.

² See these and other lesson plans on Latin American artists such as Diego Rivera, Frida Kahlo, and Oswaldo Guayasamín in the "Resources for Enriching Curriculum" section of this article.

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Upcoming Events

October 3:

Orange County Chapter Conference:
Linda Grant, "Getting a Grip on
Pronunciation," California State
University, Fullerton

October 10:

Capital Area Workshop

October 10:

Los Padres Chapter Conference:
"Unlocking Creativity"

October 17:

San Diego Regional Conference:
"Yes, We Can: Empowering Students in
a Learning-Centered Environment,"
Grossmont College, San Diego

October 17:

Yosemite Chapter Conference

November 7:

Northern Regional Conference,
Mt. Diablo Adult School, Concord

November 21:

Los Angeles Regional Conference

2010

February 6:

Yosemite Chapter Conference

March 6:

Orange County Chapter Conference

March 24-27:

44th Annual TESOL Convention, Boston

April 22-25:

41st Annual CATESOL State Conference,
Santa Clara

CALL FOR MANUSCRIPTS



Special Theme Section on the Status of Our Profession



The field of teaching English to speakers of other languages is a unique distinct academic and professional discipline with unique linguistic, cultural, and pedagogical dimensions that requires specialized education and training. Those in the field often have the rigorous education, credentials, and experience equivalent to that of their peers in English language arts and literature, foreign language instruction, and other related academic disciplines. However, in many academic settings and institutions, instructors and faculty of English for speakers of other languages in both English as a foreign language (EFL) and English as a second language (ESL) programs are not respected as being part of a unique discipline, and often do not receive the same professional treatment or benefits as their peers in other academic areas.



The above statement is an excerpt from the TESOL "Position Statement on the Status of, and Professional Equity for, the Field of Teaching English to Speakers of Other Languages." In this statement TESOL puts forth its position that "all educational authorities, government agencies and academic institutions recognize the field of TESOL as a unique academic and professional discipline that is distinct from, but on par with, other academic subjects" and recommends a "special and unique designation of the field."

For this special theme section, *The CATESOL Journal* is seeking manuscripts of 10 to 20 pages (position papers, descriptive reports, argumentative pieces, action research, pilot studies, program reviews, etc.) that address the status of the ESL profession across levels and contexts. Articles may address issues such as:

- ESL/EFL teacher training, credentialing, and certification;
- The role of research in developing and maintaining professionalism;
- The status of ESL professionals in particular educational settings;
- Institutional support for ESL professionalism;
- The transferability of professional credentials across borders;
- National accreditation of teacher-education programs.

Manuscript deadline: November 1, 2009

Submit manuscripts to: Mark Roberge (Co-Editor) and Karen Cadiero-Kaplan (Guest Editor) at catesoljournalsspecialissue@gmail.com.