TESOL Response to the Debate on Comprehensive Immigration Reform

On December 16, 2005, the U.S. House of Representatives passed the Border Protection, Antiterrorism, and Illegal Immigration Control Act of 2005 (HR 4437), a border security bill targeting illegal immigrants. Since its passage, the debate over the issue of illegal immigration in the United States has resulted in significant public protests. These protests have been carried out by immigrants and their supporters from such diverse groups as educational institutions, civil rights organizations, social service groups, unions, and houses of worship. No one is left untouched by this debate. In fact, the eyes of the world are carefully focused on how this debate will result in political and cultural change in the United States.

The TESOL International Association (TESOL) represents approximately 14,000 members in more than 120 countries. TESOL is very concerned about several of the immigration reform proposals currently under consideration in the U.S. Congress. Solutions will not be reached by denouncing immigrants and their families. Draconian proposals such as building walls and turning undocumented workers into criminals are not only unworkable, but also are contrary to the values of pluralism, acceptance, and tolerance that make the United States such an attractive country in which to work, learn, and live.

Furthermore, TESOL is opposed by proposals to penalize those who offer assistance to undocumented workers and their families. English language educators working with immigrants and their families are focused on effective language teaching leading to high educational achievement for all learners. The deepest responsibility of educators is to educate their students, not to police their students’ immigrant status.

TESOL values respect for diversity, multiculturalism, and collaboration in a global community. The United States has grown and prospered through the measurable and immeasurable economic, linguistic, and cultural contributions of both documented and undocumented immigrants, and continues to do so. As such, TESOL urges that immigration reform proposals that create pathways to citizenship are focused on effective language teaching leading to high educational achievement for all learners. The deepest responsibility of educators is to educate their students, not to police their students’ immigrant status.

Founded in 1966, TESOL – Teachers of English to Speakers of Other Languages, Inc., is a global education association with headquarters in Alexandria, Virginia.
I am honored to serve as CATESOL’s president for 2006-2007 and look forward to working with the CATESOL Board and CATESOL members in California and Nevada. As the pleasure of working on the board for the past five years, first as Elementary Level chair and most recently as Socio-Political coordinator for K-12 and college/university levels. I believe this recent experience will serve me well as we enter a year filled with issues certain to affect the student population we serve.

With No Child Left Behind having a major impact on our teachers and their students, we should begin to look across levels to further our understanding of not just political issues, but also of programming and curriculum so we can be the best advocates for our students, schools, programs, and organization. In the coming year, we should also stay attuned to pending immigration legislation and the controversy it has raised, as this may profoundly affect all the levels we teach. On these and other issues of concern, I hope you will stay (or become) involved through regional and chapter events, level listservs and interest groups.

Let me offer a little background for those of you who don’t yet know me. I have worked in the field of ESL for more than 12 years, beginning as an elementary school teacher and, more recently, as an instructor in language and college courses. I have taught both immigrant youths and adults in developing literacy and socio-cultural awareness. I have taught English as a second language to students of diverse backgrounds.

I am excited to begin this year with a board of educators from across California and Nevada who share a passion and commitment for the vision and goals of CATESOL. I am also grateful to Professor Lia D. Kamhi-Stein for her encouragement to submit for this award.

Q: Can you tell us a little about your winning submission?

At my winning chapter is based on designing a curriculum renewal project for adult learners of English. In the one-year English-language teaching program at the Center for Foreign Languages of Çukurova University, students are prospective members of their future English-medium academic discourse community, which will require them to receive their academic courses in English. The curriculum renewal project was a one-year longitudinal study that aimed at revitalizing the existing curriculum to meet the needs of students, to promote the professional development of the teaching staff, and to raise the standards of the EFL classes offered.

Turkish Professor Wins David Eskey Award

By Gregory Anderson, College/University Level Chair

Yasemin Kirkgoz, assistant professor at Gukova University, Turkey, has won the prestigious Third Annual David E. Eskey Memorial Award for Curriculum Innovation. Because of the number of very strong submissions received for the 2006 award, considerable deliberation and discussion were required for the committee to reach consensus and choose Kirkgoz for her work, “The Challenge of Introducing Innovation as a Curriculum Renewal Process in a Turkish University.” Although Kirkgoz was unable to attend the Third Annual Conference, she did agree to an interview.

Q: What made you submit your proposal?

Answer: It was mainly the announcement that I received – which, later on, I saw on the CATESOL web site – that made me submit my proposal for this award. I am also grateful Professor Lia D. Kamhi-Stein for her encouragement to submit for this award.

Q: Can you tell us a little about your winning submission?

At my winning chapter is based on designing a curriculum renewal project for adult learners of English. In the one-year English-language teaching program at the Center for Foreign Languages of Çukurova University, students are prospective members of their future English-medium academic discourse community, which will require them to receive their academic courses in English. The curriculum renewal project was a one-year longitudinal study that aimed at revitalizing the existing curriculum to meet the needs of students, to promote the professional development of the teaching staff, and to raise the standards of the EFL classes offered.

As teachers are the key players in implementing curriculum innovation, they need to be involved in decision making. Teachers need to be provided with adequate administrative support not only during the earlier stages of the curriculum renewal process, but also throughout the following teacher periods to enable changes to be implemented. In addition, ongoing dialogue and open lines of communication with teachers as potential adopters of innovation are needed to facilitate acceptance of change. In a language institution such as ours, which maintains close contact with the outside world, evaluating and implementing curriculum renewal can be best achieved through

(continued on page 4)
Past President’s Message

What a pleasure it has been to serve as the president of CATESOL for 2005-2006. Working closely with Executive Committee members Julia Jolly, Karen Cadenza-Kaplan, Sarah McGregor, and Mary Herbert has been a wonderful experience. We have thought, planned, and led a professional organization dedicated to improving the teaching of language learners. The year has passed quickly, with many exciting conferences, meetings, and events. Our stellar State Conference in San Francisco, under the leadership of Conference Chair Vicki Pabley, completed the cycle of my term of office. One of my pleasures this year was to select two outstanding winners of the annual Sadae Iwataki Award for 2006. In 1987, under the leadership of Rita Wong, CATESOL established an award for outstanding service to our profession and to CATESOL. One of the first recipients was Sadae Iwataki, who served as president in 1981-82. When Sadae passed away in 1991, the award was renamed in her honor, and it remains very special today. Previous recipients include Peru Lang, Tippy Schwalbe, Lida Stack, Rita Wong, Denise Murray, June McKay, Alice Addison, Sharon Seymour, Steve Sloan, Kathryn Garlow, Lynn Savage, Tere Bitterlin, and Katheryn Garlow Tippy Schwabe, Gretchen Larson, Rita Wong, Carol Bander, and Susan Gier. Carol has served as chapter coordinator, secretary to the Board of Directors, president, and, for the past five years, coordinator of the Pre-Conference Institutes. She created the column “CATESOLers on the Move” for the CATESOL News that highlighted various CATESOL members’ achievements and new adventures. Susan is a.k.a. the Queen of Sharing Technology. She took on the daunting task of getting the Board of Directors on-line several years ago and in setting up and maintaining our listservs. Susan’s “Each One Teach One” philosophy created a vital communication link for the board, level chairs, chapters, and Interest Groups. She is also a popular and sought-after CATESOL and TESOL presenter at chapter, regional, and state conferences. She has received a number of awards for her outstanding accomplishments in her profession by sharing her talents and expertise. Thank you all for volunteering your time, talents, and energy in making this an exciting year, and I am looking forward to CATESOL 2007 in San Diego. — Karen Dennis

President, 2005-2006

Angela Davis Urges Broader “Diversity”

Diversity at its harshest is a difference that does not make a difference,” she said, noting that the highest levels of the Bush Administration are the most diverse ever by race and gender. “Does that make a difference?”

The real matter of pursuit, according to Davis, is “who gets to choose who gets to participate in a diverse society.” In other words, what is the true content of “democracy.” That is “another of those words whose meaning fluctuates depending on who is using it,” she said, adding that democracy is more than elections. “Bush has repeatedly used the words ‘democracy,’ ‘liberty,’ and ‘justice’ without ever conveying the sense that he understands these ideas.”

Diversity associated with “death and violence” has become a “guarantee of tyranny.” America will have authentic diversity, Davis concluded, when it’s understood that differences “must not be merely tolerated.” With a broader and deeper approach toward diversity, we can generate a “restorative justice for human relations across borders, gender, ethnicity, race, nations, sexualities, disabilities and classes.”

By Timothy Lange
CATESOL News Editor

Angela Davis

What is true to this in the modern age, because English is the “global language of colonization, and now the language of the global knowledge community,”’ let think of what connections would be made if, say, everyone in California were to learn Spanish, she proposed. The impact of class and colonization can be seen in the recent immigrant protests, according to Davis, whose view of current congressional initiatives she summed up as “turn[ing] the whole country into a gated community … keeping immigrants for the work they do while preventing them from participating fully in the society.”

Class divisions are on full display on both sides of the border, she said, with many Americans not wanting to “subject themselves to the conditions that immigrant workers will do.” On the Mexican side of the border, in the notorious maquiladoras, girls and young women constitute a large portion of the 1.1 million workers in highly exploitative jobs, often working for companies at least partially owned by U.S. investors. Immigrants and their supporters, who recently have turned out in the hundreds of thousands in Chicago, Los Angeles and other U.S. cities, march not just for being able to stay, but for the right to be heard in the public sphere, Davis said. “They march for a strong definition of diversity,” not “diversity for the sake of more domination.” In the United States, she said, the military is said to be the most diverse institution, “but what difference does it make?”

Eskey Award (continued from page 3)

The Eskey Award is for collaborative efforts of the departmental faculty and the students with the EFL teaching staff. Therefore, close cooperation with the faculty from the university department and responsiveness to faculty input is needed to ensure the relevance of innovation to the needs of the target students. Finally, opportunities should be provided for teachers’ professional development such as, attending conferences and workshops to update their knowledge and experiences on this issue. — Gregory Anderson, Eskey Award Chair, is the Director of the Student Success Center at De Anza College in Cupertino. He would also like to thank the members of the Eskey Award Committee: Gena Burgess, Liz Kamhi-Stain, Jennifer Vega La Serna, and Rae Wallhausen.

Former and current Sadae Iwataki Award winners sit for the camera at CATESOL’s 37th Annual State Conference in San Francisco.

Back Row: Natalie Kuhlman, Lynn Savage, June McKay, Susan Gier (who received the 2006 Award), Sharon Seymour, Rita Wong, Carol Bander (who also received the 2006 Award).

2006 Norma Shapiro Liberman Award Winner Announced
By Jayme Addles-Goldstein

Jack Ferguson, from Old Marshall Adult Education Center, Sacramento Unified School District, has won the 2006 Norma Shapiro Liberman Award, which is given to an adult ESL educator who demonstrates promise in teaching, presenting, or creating instructional materials. 

Ferguson is a long-time CATESOL member and a past Nominating Committee member. He is also a noted scholar of Chinese-American history. Ferguson presented his work at the 2005 CAESOL Annual Conference in San Francisco. He presented his latest research at the 2005 Annual Conference in San Francisco. His research focuses on the history of Chinese in the U.S., particularly in San Francisco.

Ferguson's work has been widely published and praised. He has also received several awards for his work, including the 2005 Norma Shapiro Liberman Award. Ferguson is a well-respected member of the CATESOL community and is widely respected for his contributions to the field of adult education.

Ferguson's award-winning work focuses on the history of Chinese in the U.S., particularly in San Francisco. His research is widely published and praised, and he has received several awards for his work, including the 2005 Norma Shapiro Liberman Award. Ferguson is a well-respected member of the CATESOL community and is widely respected for his contributions to the field of adult education.

CATESOL's Second Year of Online Voting
By Chan Bostwick

This year's election for the CATESOL Board of Directors was the second year for the online voting. The first year was in 2005-2006, and this year's election was held with exclusive online voting. Last year's election process faced some problems, and results were announced at the State Conference in San Francisco.

The proposal to make theballoting procedure electronic was put forward by the 2005-2006 Nominating Committee chaired by Janet Lane and approved by the board. Lane proposed at the Santa Clara State Conference in 2006 that CATESOL hire Intelliscan, Inc. (the company that handles TESOL's annual elections) to manage the online voting. The proposal was approved, and the task of ironing out the details was handed over to the 2004-2005 Nominating Committee chaired by Dimitra Brinton and committee member Jean Melby-Mauer.

The Nominating Committee worked hard to fulfill its mandate to identify highly qualified candidates to offer their congratulations to the winning candidates. The Nominating Committee worked hard to identify highly qualified candidates for the coming year's election. The results were compiled, and the results were sent to the membership. The membership was notified of the results, and the results were posted on the CATESOL website.

The online voting was as smooth and as easy as possible. The Nominate Committee was able to anticipate and deal with any issues that arose during the voting process. The results were announced at the 2006 Annual Conference in San Francisco.

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Six Honored with Rick Sullivan Stipend Awards

By Scott Forrest

Each year, CATESOL honors six members as outstanding contributors to our organization and the field of English language learning. This year, at the 2006 CATESOL State Conference in San Francisco, the recipients were awarded stipends of $250 each toward conference expenses. Congratulations to Thomas Donahoe, Maria Sandra Jimenez, Teresa Ramirez Katz, Paoli Lee, Jessica Mayer, and Cheng-hao Weng.

Tom Donahoe has taught ESL/EFL for nearly 20 years. A graduate of the School for International Training, he has taught in Japan, Korea, Morocco, Hawaii, and Southern California. As a doctoral candidate in Educational Technology, Tom is the technology coordinator for the American Language Institute at CSU Sacramento. He started teaching ESL at the University of California, Irvine, after graduation, he spent a year teaching conversational English in Kazakhstan. Currently, he is a graduate student at Biola University studying TESOL. It is his goal to be a well-trained English teacher and teach in other countries. He is grateful for the blessings that allow him to visit other countries, to learn about different cultures, and to teach English as a way of helping others who face challenges such as he faced.

Jessica Mayer was born and raised in northern California. She received her Master’s Degree in TESOL from California State University, Sacramento. She started teaching ESL/EFL for nearly 20 years. A graduate of the School for International Training, she has taught in Japan, Korea, Morocco, Hawaii, and Southern California. As a doctoral candidate in Educational Technology, Tom is the technology coordinator for the American Language Institute at CSU Sacramento. She started teaching ESL at the University of California, Irvine, after graduation, he spent a year teaching conversational English in Kazakhstan. Currently, he is a graduate student at Biola University studying TESOL. It is his goal to be a well-trained English teacher and teach in other countries. He is grateful for the blessings that allow him to visit other countries, to learn about different cultures, and to teach English as a way of helping others who face challenges such as he faced.

Cheng-hao Weng was raised speaking Mandarin Chinese at home but had to learn English when his family moved to Malaysia. This experience laid the foundation for his undergraduate studies in social sciences at the University of California, Irvine. After graduation, he spent a year teaching conversational English in Kazakhstan. Currently, he is a graduate student at Biola University studying TESOL. It is his goal to be a well-trained English teacher and teach in other countries. He is grateful for the blessings that allow him to visit other countries, to learn about different cultures, and to teach English as a way of helping others who face challenges such as he faced.

Maria Sandra Jimenez was born in Tenamaxtlan, Mexico, and spent much of her childhood in California. As a result, she has learned to appreciate two cultures, two languages, and two countries. The only language used in her home was Spanish, yet it was expected of her to learn English to bridge the communication gap between her mother and her school. She later pursued a BA in English Literature, Secondary Education Teaching at the University of Nevada, Reno (UNR). She began teaching Adult Basic Education (ABE/ESL) with Truckee Meadows Community College, Reno. There she realized teaching ESL is her passion because of her familiarity with the process of acquiring a second language. She returned to UNR and successfully completed her Master’s degree in 2005. She has conducted action research with her students, focusing on the impact of writing portfolios in a bridge composition course. She presented this action research as part of a colloquium at this year’s San Francisco State Conference.

Cheng-hao Weng was raised speaking Mandarin Chinese at home but had to learn English when his family moved to Malaysia. This experience laid the foundation for his undergraduate studies in social sciences at the University of California, Irvine. After graduation, he spent a year teaching conversational English in Kazakhstan. Currently, he is a graduate student at Biola University studying TESOL. It is his goal to be a well-trained English teacher and teach in other countries. He is grateful for the blessings that allow him to visit other countries, to learn about different cultures, and to teach English as a way of helping others who face challenges such as he faced.

Teresa Ramirez Katz was born and raised in California. She received her Master’s Degree in TESOL from California State University, Sacramento. She started teaching ESL/EFL for nearly 20 years. A graduate of the School for International Training, she has taught in Japan, Korea, Morocco, Hawaii, and Southern California. As a doctoral candidate in Educational Technology, Tom is the technology coordinator for the American Language Institute at CSU Sacramento. She started teaching ESL at the University of California, Irvine, after graduation, he spent a year teaching conversational English in Kazakhstan. Currently, he is a graduate student at Biola University studying TESOL. It is his goal to be a well-trained English teacher and teach in other countries. He is grateful for the blessings that allow him to visit other countries, to learn about different cultures, and to teach English as a way of helping others who face challenges such as he faced.

Paoli Lee was born and raised in Taipei, Taiwan. She began learning English when she was 13. Her native languages are Taiwanese and Mandarin, both of which are spoken at home in Taiwan. She obtained two Bachelor’s degrees in Taipei, one in Accounting and Statistics, the other in Tourism. She came to the United States in 1999 to pursue a Master’s degree in TESOL studies, which she is currently doing at California State University, Los Angeles. During the past two years, she has presented at TESOL and CATESOL conferences on a range of subjects, including sociolinguistics, computer technology in second language acquisition on English fossilization by Spanish speakers in Los Angeles. The Rick Sullivan Stipend Award is just one way that CATESOL can express appreciation for those who exemplify CATESOL’s mission: “promote excellence in education for English language learners and a high quality professional environment for their teachers.” Information concerning the application process for the next year’s regional conferences and in the CATESOL News.

Scott Forrest is the Rick Sullivan Stipend Award Chair. He currently is an English Language Development teacher and Coordinator of Extended Year Programs at Escalon High School.

This summer, learn how to accelerate your students’ reading achievement.

Read Naturally’s pioneering programs offer a proven strategy to help struggling readers improve their fluency and comprehension.

Our Seminars, taught by nationally recognized educators, teach you how to maximize the benefits of your Read Naturally program.

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- Improve students’ test scores
- Individualize instruction in group settings

Read Naturally’s programs offer a proven strategy to help struggling readers improve their fluency and comprehension.

The 2006 Rick Sullivan Award winners, left to right: Cheng-hao Weng, Jessica Mayer, Paoli Lee, Maria Sandra Jimenez, Tom Donahoe, and Teresa Ramirez Katz with Rick Sullivan Stipend Coordinator Scott Forrest.
Giving driving directions

By Cássia De Abreu

Class: High beginning to intermediate young adult and/or adult ESL students. You will need computers with Internet access and a way to project the computer screen.

Language Objectives: By the end of the lesson students will be able to:
• ask, understand and follow directions
• use prepositions of location to give and understand directions to different places on the map

Technology Objectives: By the end of the lesson students will be able to:
• check their listening comprehension of driving directions through online listening exercises. Website: http://www.esl-lab.com
• use the Internet to find driving directions using Mapquest.com

Step 1: The teacher pairs up students.
Step 2: Each pair receives the following materials:
• two maps
• two cards with the names of three locations to which they will ask directions. The cards say where the student is and to which destination he is going.

Step 3: Ask questions such as “What is the function of those words in the dialogue: asking? Confirming? Thinking? Am I always asking questions in question format? Underline questions that are not in question format, etc.”

Step 4: Demonstrate how to get to: http://www.esl-lab.com/dir2.htm and model how to get online to complete the exercises found at http://www.esl-lab.com/dir2.htm

Step 5: The teacher models the exercise with a more advanced student. The sequence is:
1. “Excuse me. I’m looking for ______”
2. “Oh! I got it! Thanks!”
3. “Uh huh!” (=yes, but more informal, almost like humming)
4. “Okay!” (OK) “Letting the other person know you understand directions given)

Step 6: Follow-up activities and other handouts for this activity can be found on the CATESOL Web site at: http://www.catesol.org

WEB LINKS:
• http://www.mapquest.com

CLARIFYING DIRECTIONS: MAKING SURE YOU UNDERSTOOD IT
1. “So, do I turn right/left at the traffic light/stop sign?”
2. “How do you spell that again?”
3. “And…what’s the number again?”
4. “After I make a left/right I…”
5. “Can I read this back to you?”

Reacting: Letting the other person know you are listening.
1. “Not a problem! You’re welcome”

WEB ACTIVITIES:
• On the corner of __________________________
• Next to __________________________
• Behind __________________________
• Next to __________________________
• On the corner of __________________________
• Across from __________________________
• Opposite from __________________________
• Between __________________________
• In front of __________________________

Step 7: Assessment and Follow-up Activities:
• Students will use their personal information to obtain driving directions using the Mapquest.com search function. Have the students work in pairs. One student types in his address, and the other checks for types and other errors, such as typing the city in the address window.

Step 8: Practice:
• Students will use their personal information to obtain driving directions to someone who wants to come visit them. They would draw a simple map of their neighborhood and provide written driving directions to someone who wants to come visit them. They would define A (where the trip starts) and B (the student’s home, for instance). This assignment should be turned into the teacher during the following class.
• As a warm-up activity for the following class, the teacher could start by reading driving directions to places nearby the school and ask students to say which places he/she was referring to.

Figure 1:
You are on the right corner of Grand Avenue and First Street. You want to go to the City Hall.

Figure 2:
Student: “Excuse me. How do I get to the City Hall?”
Teacher: “Mmm… You can make a right here and drive two blocks down to Third Street. You will pass two traffic lights. The City Hall is on the right.”

Student: “So…mmm I make a left on Grand and go all the way to Third. Then, I go all the way straight, and I will pass two lights, and the City Hall is on the left, right?”
Teacher: “Yes, but it is actually on the right.

Student: “On the right! Okay! Thanks!”
Teacher: “You’re welcome!”

Figure 3:
Directions

- south
- west
- east
- north
- (name of street)
- (name of place)
- (name of place)
- (name of place)
- (name of place)
- (name of place)

Figure 4:
Directions

- north
- west
- east
- south
- (name of street)
- (name of place)
- (name of place)
- (name of place)
- (name of place)

Figure 5:
Directions

- north
- west
- east
- south
- (name of street)
- (name of place)
- (name of place)
- (name of place)
- (name of place)

Figure 6:
Directions

- north
- west
- east
- south
- (name of street)
- (name of place)
- (name of place)
- (name of place)
- (name of place)
**Someone Who Made a Difference In My Life**

By Ashinder Pal Kaur

(Editor’s Note: Ashinder Pal Kaur was the winner of this year’s Adult Level Writing Contest. She read her essay at the President’s Luncheon at the State Conference in San Francisco, and received a $500 check from Greenfield Learning. Her teacher is Cynthia Chatterjee, the Adult Education Center in the Sunnyvale-Cupertino Adult and Community Education Program.)

I grew up in a lower middle class family of five siblings in Punjab, India. Growing up and getting good education, in a society where a girl’s education was not encouraged as much as a boy’s education, was a big challenge for me. But I was fortunate to have a very supportive family. Despite my family’s moral support, however, my father’s retirement was nearing and so there was a big financial burden on our family. Thus a big stop sign appeared in my academic career. Nevertheless, I had very high ambitions, I wanted to go to a university, get my degree and become a lecturer. Nevertheless, I had very strong urges me to continue my studies. With his encouragement, I started college and soon, due to my hard work and perseverance, I received a scholarship to get into the university. So with my uncle’s guidance, encouragement, financial aid and moral support at that time, I turned out to be a very good student. I completed my M.Phil. degree in my mother tongue, Punjabi, with distinction and got a job as a lecturer right after.

Like any other young girl, I started dreaming of a person with whom I could share my life. It was my uncle who found me a gem, an ocean of love, my soul mate, Raninder. He is a highly qualified distinguished engineer by profession, a great husband and a caring father. In India, it is very common for the boy’s family to have high material demands of the girl’s side, but my husband and his family never had such demands. He only wanted that his life partner should be equally educated as him.

So, once again, I felt thankful to my uncle, whose actions made it possible for me to share my life with such a person who is extremely handsome inside and out. My uncle, who is a doctor by profession, has a deep personality. As he is not much older than me, we had a lot of fun together as friends growing up, but he would also give me lessons on moral values as an older wise individual. I still remember his good advice, like one should make decisions with his head not his heart. He helped me a lot in making important decisions of my life and choosing the right path.

I thank God for giving me this uncle who has made a big difference to my life. He not only motivated in the past but he is a role model for my future. He inspires me at every step. Following his footsteps I want to do something which can make a difference to someone’s life as my uncle did to mine.

**Faculty: Integrating the New; Keeping the Experienced Fresh**

By Tina M. Castillo

Since 9/11, the SARS scare, and the start of the Iraq War, many Intensive English Programs in the United States have been hit hard economically because of reduced enrollment. Consequently, budget cuts have meant less funding in many areas, including professional development.

For the past four years, not only has money been scarce for sending instructors to national, state, and even local professional conferences – like TESOL and CATESOL, it has also been financially difficult to bring in specialists for in-house training.

Student numbers are slowly increasing, but many IEPs remain cautious about spending. They are focused on making sure they have some savings for future difficult times. Therefore, even though on the surface it looks as if things are almost “back to normal,” many administrators are still shying away from once again sending teachers to conferences as part of their yearly professional development as they “used to in the old days.”

Thus, if you are an IEP director looking for ways to help keep faculty up-to-date and fresh, or an IEP instructor feeling stuck in routine and searching for new energy and creative ideas, times have been tough. PDIT – that’s Professional Development Ideas for Teachers – may be just what you have been looking for.

In February, the University and College Intensive English Programs Consortium (UCIEP) held its Tenth Annual Conference and Business Meeting in Bamada, Texas. More than 50 IEP directors got together to share stories and new ideas, discuss and try to solve each other’s problems, teleconference with the Student and Exchange Visitor Information System (SEVIS) and the Department of State, and work on their own professional development. One of the most productive conference sessions covered Professional Development Ideas for Teachers.

Debra Daise, Interim Co-director of the International English Center at University of Colorado, Boulder, put together a list below of ideas the PDIT brainstorming generated.

There are no excuses now, are there? We can all take advantage of this wealth of ideas now and in the future (if we ever have any more difficult times again). Teachers’ professional development should not have to suffer when times get rough. The healthy survival of all of our IEPs depends on our teachers and their expertise. Therefore, teachers and their professional development should always be addressed and should never be left on any back burners. Enjoy!

Tina Castillo is Academic Coordinator of International English and Professional Programmes at UC Davis Extension.
The Conference Is Over. Now What?

By Belinda Braunstein
Chapter Council Chair

For some, attending the annual State Conference is the highlight and main benefit of their membership in CATESOL. But there are many more advantages of being a member than attending the State Conference or reading the CATESOL News and CATESOL Journal. Each fall, members living in California’s three largest metropolitan areas have regional conferences to look forward to: the Northern Regional, serving the greater San Francisco Bay area, the L.A. Regional, and the San Diego Regional. The regional conferences are fine day-long opportunities to gather fresh teaching ideas as a participant and/or share your latest no-fail technique or research as a presenter before a small, enthusiastic crowd, many of whom you already know or soon will. These conferences have a more personal flavor than the State Conference, and feature presenters and workshops of all levels.

In addition, CATESOL has eight chapters, connecting professionals who for the most part live outside of the large urban areas hosting regional conferences. These chapters are: Northern Nevada, Southern Nevada, Capital Area (Sacramento area), Yosemite, Steinbeck (Monterey area), San Fernando (from Mono to Kern county), Los Padres (Santa Barbara area), and Orange County. If you live in an area served by a chapter, you are automatically a member of that chapter and are encouraged to actively participate in it.

From professional development to social activities, the events that chapters sponsor are varied and held throughout the year. While Southern Nevada is building a partnership with Clark County School District, Los Padres members are working with CALPRO to provide free regular workshops for any interested teachers. Shortly after Steinbeck chapter held an impressive tri-county fall symposium focusing on learner success, Capital Area raised in a runaway-fundraiser to help part-time ESL instructors. Book fairs, rap sessions, lectures by guest speakers, hands-on workshops, "share-fairs," mini-conferences and more… all these activities are available to CATESOL members. And they are planned by other members like you. It’s easy to become involved. Check the CATESOL Web site for your chapter’s contact info.

Belinda Braunstein is lead teacher in the English Language Program, UC Santa Barbara Extension.

We can fight attacks on our teaching and students by becoming active advocates for our students, our discipline, and ourselves.

• Respond to bad press. I wrote a letter to the editor of the Times challenging Torrance’s assertions, but it went unpublished. If more of us were to respond to “bad ESL science,” we might begin to educate the public about what works best for students.

• Become a member of the CATESOL K-12 listserv (www.catesol.org). Encourage your colleagues to become members as well—you don’t even have to be a member of CATESOL! Through this forum, you’ll be alerted to upcoming legislation, what you can do to help, and network with like-minded professionals.

• Advocate for a proper ELD credential.

• Demand appropriate materials and curricula for English learners, and not refurbished literacy programs with an EL sticker on the cover.

As I sit here in Los Angeles, commemorating César Chávez Day and watching immigrant students take to the streets to protest mean-spirited legislation, I realize that together we can make a difference. On my classroom board is written “Si, se puede” – “Yes, we can” – and I believe that, together, we can advocate for what is best for our English learners.

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California Celebrates a Century and a Half of Adult Education

By Marian Thacher, Past Adult Level Chair and Kit Bell, Adult Level Chair

This year marks the 150th anniversary of adult education in California. It was 1856 when John Swett started the first adult education class in the basement of Old St. Mary’s church in San Francisco. He later became state Superintendent of Education. Although the original classroom no longer exists, the church remains, and recently the California Adult Education Administrators Association presented a plaque to the church to honor its historic role in adult education.

Many activities have been planned throughout this year to honor the 150th anniversary. Adult education posters have been placed in the Sacramento International Airport. One poster notes the start of date of many adult education programs at schools throughout California history. A special presentation on the sesquicentennial was made at the California Association for Adult Education (CAAE) conference in Sacramento this month.

It might be interesting for your students to learn a little about the history of adult education in California. For teachers as well, knowing our history helps us recognize that we are part of a social movement that has been going on for a long time. For more information on sesquicentennial events, and to download a copy of the start date poster, go to www.caadultedhistory.org.

The Norwalk Shapiro Library Award

This is the second year of the Norwalk Shapiro Award, which honors a beloved ESL teacher, teacher-trainer, mentor and co-author of the Oxford Dictionary. This award is designated for a teacher with five or fewer years of experience who has demonstrated exceptional promise as an instructor, teacher-trainer, and/or materials writer.

The winner this year is Jack Ferguson from Orange County. Jack has taught for 15 years and is a founding member of the Norwalk Shapiro Library Award committee.

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Fixing Funding: The Community College Ballot Measure

By John Gamber, Community College Level Chair

Some of you have heard about a ballot measure that will be circulated to change the way California’s community colleges are funded. Here is some background on that initiative.

Right now, the funding base for community colleges is tied not to our enrollments, but to enrollments in kindergarten through 12th grade. Until recently, that hasn’t resulted in losses to our system. However, demographic projections currently show that within about five years, K-12 enrollment can be expected to drop slightly while community college enrollment continues to climb. This measure that will be circulated to change the way community colleges are funded has led a group of organizations to cooperate to establish a foundation to support the effort in any way you can. We have functioned in a way that both teachers and students will enjoy reading.

Electronic Village a Big Draw Again This Year

By Mariam Thacher

Electronic Village Co-Coordinator

Once again this year we had two rooms at the State Conference for the Electronic Village – a browsing room and a lab. The lab had hands-on workshops going on all day for two days, and there were so many hands-on sessions that some had to be scheduled for the browsing room as well. In addition to the EV, there were four other rooms with Internet connections, LCD projectors and laptops, and these were busy all day long, reflecting how much more we are using technology and Internet than in previous years.

The Workshops

Catherine McNally offered several workshops on different aspects of using an interactive whiteboard where students can come up in front of the class and drag words, sentences or pictures around the board, use Web sites, and make instructional software a whole group activity. Videos of many of Catherine’s activities can be seen online at http://www.oran.us/faq/index.cfm?faqsection=videogallery.

The Fairs

Fair this year focused on Internet sites, instructional

A Murder Mystery for Adult ESL Students

By June R. McKay

As far as I know, Murder at Ocean View College by Karen Batchelor is the first novel written expressly for adult ESL students. It is an action-packed murder mystery with a romance, exactly the kind of book those of us who teach low- to mid-level community college students have been waiting for. Although the author’s intended audience is community college students, it will appeal as well to ESL and remedial readers at high school and four-year colleges.

An instructor at City College of San Francisco, Batchelor has had more than 30 years experience teaching at the community college level. She is also a writer of fiction and poetry and has co-authored eight ESL textbooks. With only 91 pages broken into 12 chapters, the novel is a quick read even for ESL students. And it’s one that both teachers and students will enjoy reading.
The Software Fair gave participants an opportunity to view

- Sites with good listening activities, such as
  - CNN reading activities at
  - English for All, a free online course for intermediate
- www.literacynet.org/cnnsf/home.html
- www.myefa.org

Thirteen presenters at the Internet Fair demonstrated how to

- setting up equipment, greeting participants, helping presenters,
- volunteering next year. The EV couldn’t happen without the
- volunteers and the presenters.

Marian Thacher is the Coordinator of Technology Projects for the

Outreach and Technical Assistance Network (OTAN), a California

adult education leadership project.

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