

Speaking #1 Agenda Item at Fall Regional in San Diego

By Jim Brice

Speaking of speaking, how many of you heard or heard about Angela Davis's speech at the State Conference in San Francisco? (See the May CATESOL News.) For me, the take-home line was, "How about making a difference that makes a difference!" That has been the mantra running through my mind for the past few months.

So how do we make a difference, a real difference as teachers? We do it by challenging our students, by giving them language exercises that strengthen their skills and allow them to grow.

Notice that we call them language "exercises." We want our students to have the linguistic muscle to go from high school to college or from McJob to Real Job. We want students to be articulate communicators who can use the language as a heuristic crowbar to pry out meaning from textbooks, to probe professors' minds, and to participate in the global marketplace.

As sometimes-tired teachers, we need to go to conferences to get reinvigorated and to strengthen our own techniques so that we can make a difference. Doing the same old exercises makes us flabby in the belly and the

brain. Luckily, we have some dynamic presenters coming to San Diego to coach us back into shape. One is Dr. Kate Kinsella, who will be the keynote speaker and a presenter in San Diego on Oct. 21, 2006. She has that wonderful combination of theoretical and practical experience – she is both a professor at San Francisco State University and an active secondary education classroom teacher. Kinsella is equal parts inspiration and pedagogy. She won the California Department of Education's Award of Excellence last year. You are guaranteed to leave her talk feeling better prepared intellectually and with a usable Monday morning handout in your bag.

The conference is on Saturday, October 21, at Mesa College in the center of San Diego. There will be four sessions of workshops, lunch, a poster session and publisher exhibits. Proposals are due Sept. 8. Go to the CATESOL Web site www.catesol.org to submit a proposal online or download a proposal form to mail in. Please e-mail Gretchen Bitterlin at gbitterl@sdccd.edu or Donna Price at dprice@sdccd.edu for more information. For those of you have never presented at a conference, this is a great opportunity to raise the bar on your own professional development. What you have to share just may make a difference. ■

Jim Brice is publicity chair for the San Diego Regional Conference and the ESL instructional leader for the Center City Campus of the San Diego Continuing Education Program, San Diego Community College District.

UPCOMING EVENTS

2006

- **September 28:** Capital Area Chapter Conference, American River College, Sacramento, featuring CSU-Sacramento Professor John T. Clark speaking on teaching pragmatics
- **September 30:** Steinbeck Chapter Symposium featuring Luis Valdez and focusing on "Literacy in Action: Success in the Classroom through Success in the Workplace, Family, Classroom, Community, and Career"
- **September 30:** Saroyan Chapter Conference, Fresno City College, featuring Dr. Kate Kinsella speaking on "Strategies to Bolster Academic English Language Use and Lesson Engagement in Linguistically Diverse Classrooms."
- **October 7:** Yosemite Chapter Conference
- **October 13-14:** Southern Nevada Chapter Conference, Las Vegas
- **October 14:** Los Padres Chapter Fall Conference, Santa Barbara City College, featuring Laurel Pollard speaking about "Putting Students in Charge of Their Own Learning"

- **October 21:** San Diego Regional Conference, Mesa College, featuring Dr. Kate Kinsella speaking on teaching conversation skills
- **October 28:** Los Angeles/Orange County Chapter Conference, CSU-Fullerton, with the theme of "E3 – Engage, Educate, Empower," and featuring Lia D. Kamhi-Stein, professor at the Charter College of Education, CSU-LA
- **November 4:** Northern California Regional Conference, Los Positas Community College, Livermore, with the theme of "Bridging Borders of Language and Learning"

2007

- **February 24:** Saroyan Chapter Conference
- **March 20-24:** 41st Annual TESOL Convention and Exhibit, Seattle
- **March 31:** Orange County Chapter Conference, CSU-Fullerton, featuring former TESOL President Neil Anderson speaking on reading
- **April 12-15:** 38th Annual CATESOL State Conference, San Diego

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GATESOL NEWS

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CATESOL Joins TESOL in Advocacy Day 2006

By Charlene Ruble
Socio-Political Committee

At 6:45 a. m. as the plane climbed above Orange County Airport bound for Chicago and then on to Washington D.C., I opened a folder containing key statements that I wished to include during my discussions with U.S. Representative Ed Royce and Olyvia Rodriguez, Education Assistant to Senator Diane Feinstein. Even though I had been reviewing the issues for several weeks and knew them well, now I felt the weight of all the responsibility for having this short visit make a difference for all of you and the students you serve.

I thought about my long association

We Are Leaders, and Now Is Not the Time to Rest

By Gregory Anderson
College/University Chair

Immigration remains a hot topic. Given the urgency of this issue, I tried repeatedly to describe the controversy and say what we can do about it. Each draft disappointed me more than the last. The content was dated, the analysis flat, and the suggestions banal. So I'm not writing about immigration.

Instead, I'm writing about what we can do right now in our role as leaders. Each one of us is a leader of our students, institutions, and society. Among educators at colleges and universities, no one is more suited for leadership than the members of CATESOL. No one teaches students more diverse, and no one knows more about pedagogy and learning.

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with CATESOL spanning more than 20 years. I told myself this was an opportunity to give back to the organization that had provided me so much support. I thought about the special bond I had experienced with other CATESOL professionals as we went about the business of seeking solutions to our challenges. I thought about my goal of establishing a connection, an ongoing communication link so that our organization

would be remembered as experts in our field. I wanted this meeting to open the door for future consultation on legislative issues. Silently, I practiced my introduction and opening statement.

Would they really be interested? Would they remember anything after I left the office? What kind of attitude would they have toward me? Would they be defensive?

It turned out that I would have a lot of time to think about these and other questions because the flight was diverted to Pittsburgh due to bad weather, and the last link of our journey was a five-and-a-half-hour bus ride in a blinding rainstorm. In fact, I arrived in D.C. 23-and-a-half hours after departing from Orange County. Too much time to think.

June 21

The next morning I joined 21 other TESOL members representing 19 U. S.

affiliates to sign in, pick our badges and prepare to participate in the very first Advocacy Day event of this kind for TESOL. As I chatted with other participants, it was evident that they were asking



Republican Congressman Ed Royce meets with Charlene Ruble in Washington, D.C.

themselves some of the same questions I had pondered.

The morning was filled with issue briefings and workshops, including an interactive learning experience for affiliate representatives on elements of advocacy. The workshop addressed many of my concerns on how to have a successful meeting. The issues for discussion were chosen by TESOL and included No Child Left Behind (NCLB), Adult Education/Workforce Investment Act (WIA) and Student Visas (SEVIS).

I met first with Mike Ahern, Rep. Royce's education assistant, presenting a packet of information about TESOL and my business card. While we walked down a corridor, I began to address my issues of concern dealing with No Child Left Behind. Rep. Royce joined us, and we continued the conversation in a quiet reception room. I focused on assessment of

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President's Message



Karen Cadiero-Kaplan
President, CATESOL

As the school year begins, it seems an appropriate time to consider our professional development and growth as teachers, educators and administrators, as well as our role in mentoring others. In addition, because of the increased focus on accountability measures and education politics in general, we should take a closer look at the challenges that currently face public education.

In light of policies such as No Child Left Behind and Proposition 227, which require "testing and accountability" and "teaching English as quickly as possible," I want us to contemplate why we chose teaching as a career and what keeps us going. This summer, I have been reading Sonia Nieto's book *Why We Teach*. She writes that good teachers recognize that they are "life-long learners who are deeply involved in their work and who defend both their students' right to an excellent education and their own rights as intellectuals and professionals." Nieto goes on to say that "practicing and prospective teachers rarely have the opportunity to delve into research that considers the work of the teacher in schools in a broader sociopolitical context, or that presents educational reform in a critical and comprehensive way."

When I read these statements, it occurred to me that CATESOL is an organization that provides both the space and opportunity for teachers to learn from policymakers, researchers, and most importantly, from each other to reflect on different perspectives and critical understandings. This occurs at our chapter, regional and state conferences in the context of workshops, lunch raps, plenaries and social events.

At CATESOL conferences teachers can learn more about the politics and policies of education that have an impact on their programs. Teachers committed to being advocates for their students can gain knowledge about how to "challenge school bureaucracies" by being informed and proactive rather than reactive. In addition, our organizational events assist teachers in developing strategies to learn about the students they teach and the pedagogical practices that can best meet the varying needs of ESLs diverse student population.

Achieving these goals, however, means that you, our members, must share with your fellow CATESOL members the knowledge you have gained from political involvement, from develop-

ing successful lessons or curriculum programs, from completing research in your classroom, school and community. For that reason, I want to urge you to think about being a presenter or workshop leader at an upcoming chapter, regional or state conference this school year.

Events across the state begin this month in the Sacramento area. Future events will take place in October in Southern Nevada and Southern California, during November in Northern California, in the spring in Orange County, and, finally, in April, at the "Transcending Borders" State Conference in San Diego. To find out more, go to the CATESOL Web site (<http://www.catesol.org>) for details and conference contact information. Click on "Conference Information" in the left hand column, and then choose the category you're interested in.

Encourage and work with colleagues at your school or workplace to keep yourself up-to-date with emerging ideas, relevant politics, lessons, or activities that stimulate thought and action. All these matters are critical to the development of professionals in our field. They keep us connected with other life-long learners and remind us that we are in this struggle together. I agree with Nieto that public education is the "last and, in many cases, the only hope for fulfilling our society's stated ideals of sustaining democracy." I believe our contributions and professional development in this arena will constantly improve education for both young and old English language learners.

As always, please feel free to e-mail me your thoughts, ideas, or suggestions at: kcadiero@mail.sdsu.edu.
Wishing you a successful school year. ■

In peace,

Karen Cadiero-Kaplan

(Nieto, Sonia, *Why We Teach* (2005), New York: Teachers College Press)

CATESOL's mission is to promote excellence in education for English language learners and a high quality professional environment for their teachers. CATESOL represents teachers of English language learners through California and Nevada, at all levels and in all learning environments. CATESOL strives to:

- improve teacher preparation and provide opportunities which further professional expertise
- promote sound, research-based educational policies and practices
- increase awareness of the strengths and needs of English language learners
- promote appreciation of diverse linguistic and cultural backgrounds

CATESOL Mission,
adopted January 1, 1998

CATESOL WEB PAGE
www.catesol.org
Web Coordinator: Mark Lieu
malarak@pacbell.net

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CATESOL Joins TESOL (continued from cover)

English language learners, specifically:

- the need for a more accurate measure of what English language learners know and can do.
- the difference between social language and academic English.
- the time it takes to learn academic vocabulary and concepts.
- the requirement that ELLs be tested on the same test as fluent English speakers and expected to meet the same targets.
- the need for accommodations for ELLs.
- the need for more flexibility to determine when ELLs should be given an assessment in English.
- the need to make use of the student's native language during academic instruction especially when the student is literate in his or her native language.
- the need to group ELLs by language proficiency within age groups for the purpose of tracking their AYP in academic subjects.

They took notes, asked questions and seemed genuinely interested in what I had to say. Before leaving, I asked permission to maintain communication with the office and offered to send TESOL recommendations for the reauthorization process for NCLB as soon as these are finished.

Ahern escorted me to the underground rail system that runs between the buildings so I could make it to my appointment in Senator Feinstein's office. Olyvia Rodriguez was equally cordial, and she assured me that the Senator was well aware of the importance of meeting the needs of English language learners. She also took notes and asked questions.

New Information on NCLB

I learned that discussions on the reauthorization of NCLB were already taking place on the Hill and that hearings would be scheduled around the

We Are Leaders (from cover)

Across California and Nevada, we in CATESOL need to recognize our potential as leaders. With the fate of immigrants and visitors alike the subject of fierce debate, our role is more important than ever. Using a framework developed by Bolman & Deal (1997), let me pose a few simple questions about leadership.

Symbolic Frame

"The habit of passive acceptance is a disastrous one. ... It causes man to seek and to accept a leader, and to accept as a leader whoever is established in that position." – Bertrand Russell

The symbolic frame examines rituals, cultures, and semiotics of leadership. The meanings assigned to events and behavior are essential parts of this frame. The metaphor is "Temple."

- How can we cultivate roles in the cultures that define both organized groups and unofficial networks?
- What role should our students have in the histories and myths of our institutions, our communities, and our nation?
- When is it appropriate to take risks, celebrate achievement, and integrate ritual into our teaching and learning?

Political Frame

Viewing leadership through the political frame concentrates on the amount and distribution of resources, especially power. Negotiations, conflicts, coalitions, and networks are central tenets of this lens. The metaphor is "Jungle."

"It is the responsibility of intellectuals to speak the truth and expose the lies." – Noam Chomsky

- Who influences the status and direction of our students? How can we help ensure that these individuals act in our students' best interest?
- How can we help our students recognize the reality of their roles in this nation and in the schools and universities where they study, while at the same time encouraging them to transform this reality (Freire, 1970)?
- Where is it best to develop and apply skills in negotiation, bargaining, and advocacy?
- Who in power needs to understand the value of the contributions of students who come to the United States to learn and succeed?
- How equitably are funding, rights, privileges, status, and other resources distributed?

Human Resource Frame

This perspective suggests that leaders focus on the needs of humans. Leaders in caring professions, including education, often excel when working in this frame. The metaphor is "Family."

"I start with the premise that the function of leadership is to produce more leaders, not more followers." – Ralph Nader

- What values, both moral and ethical, do we model and expect through our verbal and nonverbal behavior – both in and out of the classroom?
- How should our relations with our students foster and empower the best in each so that they thrive, rather than merely survive?
- Where is the balancing point among external demands imposed upon us and what we

country. Education Secretary Margaret Spellings is interested in flexibility and has demonstrated a desire to review different assessment models. She announced a new pilot project in 2005 to allow a maximum of 10 states to use "growth models" in their calculations of AYP – adequate yearly progress. As part of this project, each state may submit a plan that describes the particular accountability model it is proposing and meets the core principles. Tennessee and North Carolina have received approval for their growth-based accountability models. The deadline for other states to submit new growth models is November. There has been some talk about the NCLB reauthorization being delayed for consideration until 2007.

Lessons Learned

During the past year as a member of CATESOL's Advocacy Committee I have drawn the following conclusions:

1. It is vitally important for professional organizations to provide information, clarify and educate legislators on issues that affect our profession and the students we serve. We need to close the gap on the lack of information and correct misinformation.
2. Legislators often welcome information and seek to look at issues from different points of view.
3. Establishing a trusting relationship by writing letters of support for bills opens the door for when we need to offer recommendations.
4. Every member can be a part of the advocacy effort by writing letters, offering alternative solutions, making phone calls, et cetera. I encourage all members to become involved. Our voices will be heard as we increase in numbers. Share information with colleagues. ■

Charlene Ruble is a retired elementary educator and a teacher trainer for Project GLAD.

understand as the true immediate and future needs of our individual learners?

Structural Frame

This frame is the traditional way that leadership is viewed. This perspective focuses on goals, hierarchies, and prescribed guidelines of behavior. The metaphor is "Factory."

"Leadership and learning are indispensable to each other." – John F. Kennedy

- What do structures of syllabi, curricula, assessment, and classroom management tell our students and the broader academic community?
- What legislation is proposed that will affect our students and ourselves? What can we do about it?
- What is the future of bilingual education, English language learners, visas, recruitment and retention of diverse learners, teacher credentialing, university accreditation, and equity in hiring?
- How are our colleges and universities structured to value or negate the contributions of our students and our discipline?

These questions and the frameworks described are helping me teach better and, more importantly, lead better. I hope they do the same for you. ■

Gregory Anderson works at De Anza College.

[Bolman, L. & Deal, T. (1997). *Reframing Organizations: Artistry, Choice and Leadership*. San Francisco: Jossey-Bass

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum]

Becoming an iBT Test Center: A View from the Trenches

By **Belinda Braunstein**
Intensive English Program,

Tara Neuwirth
Chapter Council Chair, and
Phaidra Speirs

The IEP programs at UC Santa Barbara and UCLA Extension have recently become test centers for the Internet Based TOEFL (iBT). We compared notes about our first test administrations at the two campuses and have come up with the following suggestions for anyone considering becoming a test center:

PRE-TEST

1. **Start the process of becoming a test center many months in advance** of your first targeted test date. There will be many technical, personnel, and financial details that you will have to revisit several times before you're ready to go.

2. **Carefully assess your real costs** for administering the test, including: required (by ETS) computer **software**, **hardware** (e.g. Web cam, one computer to function as proxy server to hold test info until the end of the exam) and **personnel**. Upon detailed examination, you will discover that **YOUR COSTS WILL BE MUCH HIGHER THAN YOU ORIGINALLY ANTICIPATED**.

3. **Document your costs** and ask ETS to cover them. Numbers 4-6 below detail some of the potential cost factors.

4. **Technology:** It is essential to have full support of your Instructional Technology (IT) unit. You will need their assistance not only in working with ETS and Thompson Prometric on pre-test set-up of computers, but also to support each test administration, at least initially. You will need help with the following:

- Loading the required software onto each computer in your lab.
- Working around any lab security you may have (such as a clean-up program like Deep Freeze).
- Making special arrangements for your cache proxy (i.e., the computer that holds test data before you send it to ETS).
- Providing in-person support of each test administration, at least initially, to handle technical glitches.

(If you can't be absolutely sure of having technical support on site for the entire test administration every time, see if your IT can create a limited administrative password just for you.)

5. **Proctors and Test-Center Administrators (TCAs):** Get more than you think you need for any one administration (and include this cost in your budgeting). You need to overstaff the administration of each test, if possible, so that there are enough hands available to handle unplanned big and small glitches.

6. **Do a Run Through:** Familiarize proctors/TCAs as much as possible with the process beforehand. UCLA Extension's ALC went through a virtual "round-trip" demo in our lab with the Thompson/Prometric consultant. In addition to doing the required on-line training and certification, all TCAs went through readiness-checks.

7. **Request ETS's "BULK REGISTRATION" Feature:** Since test registration is handled by Internet, students from other schools will be able to register for your test. In one case, another school registered so many of its students for one of the dates that there were no seats left for our own

students; we had to book another test date for them. To avoid this, and to maintain control over who registers for a particular test date, you must request the "Bulk Registration" feature from ETS. This feature requires that you assume some of the "paperwork" of the registration process, but, in turn, it allows you to register your own students first.

DURING THE TEST

1. You will be required to take Web-cam photos of each student. These photos are displayed on their test screens for security purposes. Know where students will sit or stand for their photos. If you tested the Web-cam with a shot of yourself at the Admin station, be sure to take another test shot of a student in the correct location. Having good lighting in a computer lab can be tricky.

2. After you confirm shooting each photo, the Admin computer will tell you which station to escort the student to. The student's photo will be on that machine. You will need to type in your Admin password in to allow him or her to start the test.

3. If MS Messenger is running in the background on the machines (as many labs have on startup), the test won't work. You have to exit the program, either by clicking on the icon in the bottom bar or by opening Task Manager (with control-alt-del).

4. On the Admin screen there will be options on the left that you have never seen before. There will also be guidelines that you had no access to before the day of the test. Read these when you get the chance – they are useful. Note that the "links" button on the left happily includes an iMAS link for correcting name errors.

5. At the end of break, which can vary in start time by a few minutes for each candidate, there is no prompt for the Administrator to log-in again at each station. You must simply walk over to the patiently waiting student and hit "Control-Shift-?" on his or her their machine to get the Admin log-in pop up. This is in the training manual, but since no prompt on the machine will tell you to do this, it can be a bit confusing the first time you run the test.

6. After the candidates have left, type your Admin password in the field on each screen and choose "close." Then amble over to the proxy server and hope you only see zeros in the right hand column. You do? Great! THEN select "cleanup" on the Admin machine.

7. The very first time, try to have no more than 10 students take the test, especially if you have only one proctor. No matter how few test candidates you have, ALWAYS have a proctor to help you.

8. If there's any way possible, proctor, observe or help out at a test administration elsewhere before you do your own so you can see what will happen. There will be fewer surprises, and your own first test administration should run more smoothly.

Prometric's Test Center Administrator (TCA) Training Manual from Prometric provides a lot of useful information for everything leading up to the test itself, but not quite enough for the moment the test starts. We hope that the suggestions above will fill in the gaps and help your first TOEFL iBT administration run smoothly. ■

Belinda Braunstein is lead teacher in the English Language Program at UC Santa Barbara Extension. Tara Neuwirth is Associate Director of International Programs and Director of Intensive English Programs at the American Language Center at the UCLA Extension. Phaidra Speirs is Program Manager at the American Language Center at the UCLA Extension.

Board of Ed Rejects Adoption of Criteria for ELD Materials

By **Magaly Lavadenz, Ph.D.**
Elementary Chair

The California State Board of Education rejected the adoption of criteria for textbooks and instructional materials for K-8 English language learners on April 17, 2006.

Two program options were up for consideration, one providing an integrated approach for heterogeneous classrooms (mixed English-only and English learner students), and one for primary language support. The main discussion centered on Option 6, which, if it had been approved, would have defined specific criteria for the development of published materials as *one* of several options for school districts to employ in selecting textbooks for English learners. Advocates see this as particularly critical for districts with high percentages of English learners. The criteria also called for alignment with English Language Arts and English Language Development standards.

At least 100 supporters of the Option 6 criteria, including CATESOL President Karen Cadeiro-Kaplan, flew into

Sacramento from around California to attend the board meeting in hopes of testifying. After listening to only a few witnesses, including a 45-minute presentation from Dr.

Robin Scarcella, who testified in opposition to the criteria, the board voted 6-4 against adopting them.

The effort to formally adopt rigorous and research-based criteria for instructional materials for the state's more than 1.6-million English Learners is not new. Organizations such as Californians Together, of which CATESOL is a member, have been working on legislation for

legitimizing these criteria for more than eight years. This latest defeat will further negatively affect the ever-increasing academic-achievement gap between English Learners and native English-speaking students for the next eight years, when new criteria will be reviewed and adopted.

However, this year's battle is not quite over. At the time of this writing, SB 1769 (co-sponsored by 30th District State Senator Martha Escutia, 45th District Assemblywoman Jackie Goldberg, and 49th District Assemblywoman Judy Chu), is making its way through various policy committees of the California legislature. It was last amended in the Assembly on June 22 and referred to the Appropriations Committee. The bill would require the 2008 Reading/Language

Arts/English Language Development Curriculum Frameworks and Criteria adopted by the State Board to include an accelerated English program with special instructional materials. The bill calls for \$1.579 million in funding.

There are several ways that teachers, parents and administrators can make an impact:

- Call, e-mail, or personally meet with your local legislators to tell them of the importance of allowing schools to have fair and democratic choices for rigorous, standards-aligned materials for English Learners.
- Attend, if at all possible, hearings and policy meetings of the State Board of Education and the Curriculum Commission
- Inform parents about these issues and form partnerships with them about the need for high-quality materials, in English, that address the academic needs of English Learners.

CATESOL is actively engaged in this effort. We need to work together to insist that equitable instruction in English can only occur if teachers and students have proper materials. ■

Magaly Lavadenz is Chair of Teacher Education in the School of Education at Loyola Marymount University in Los Angeles.



"TRANSCENDING BORDERS" is the theme for our 2007 Statewide CATESOL Conference in **SAN DIEGO April 12-15**. Please join us at the **Town and Country Resort and Convention Center** in the heart of San Diego Mission Valley. Not only will the conference be a great opportunity to learn, network

and have fun, but everything will be on this one site. A convenient trolley stop is three minutes away at the Fashion Valley shopping mall, and the resort is only 10 minutes from beaches and bays, SeaWorld, the San Diego Zoo, Petco Park and the Gaslamp Quarter.

If you would like to volunteer at the conference, please contact Mark Manasse at manasse1@aol.com. Please join us in 2007!

Virginia Guleff
Conference Chair

Steinbeck Chapter Plans 2nd Annual ESL Symposium

By **Tim Barrett**
Steinbeck Co-Coordinator

Literacy in Action: Success in the Classroom through Success in the Workplace, Family, Classroom, Community, and Career” is the central theme of the Steinbeck Chapter’s 2nd Annual Tri-County area-wide initiative, The ESL Symposium.

Yes, we are capitalizing on the success of last year’s event, which attracted education professionals from throughout California, to produce an even better Symposium. It will take place Sept. 30 at Hartnell College, located at 156 Homestead Avenue in Salinas.

The captivating Luis Valdez, a staunch supporter of immigrant rights, will deliver the plenary speech.

We expect this year’s event to be bigger, better, and more dynamic than in 2005, with additional workshops and presentations from which to choose. A host of book vendors will be on hand.

For details and regular updates, please check out the Web site at extended.csusb.edu/esl. You can also e-mail Molly Lewis, the Symposium Coordinator, at mlewis@hartnell.edu or call Program Assistant Laura Zavala at (831) 755-6768.

The ESL Symposium continues to break new ground as a collaborative effort of the Steinbeck Chapter and representatives of Hartnell College, Monterey Peninsula College, Cabrillo College, The Monterey Institute of International Studies, Watsonville/Aptos, San Benito, and Salinas Adult Education, and California State University at Monterey Bay. The Symposium will offer an unprecedented opportunity for teaching professionals at all levels to meet colleagues and become part of the Tri-County area-wide community of professionals working to support multilingual student success.

We encourage participation at all levels from administrators, instructors, teachers-in-training, and interested community members. Be a part of the process and join us on Sept. 30. We hope to see you there! ■

Creating Classroom Culture: Know Your Students

By **Dan Fichtner**
President-Elect

Where do I start? How do I begin a new class, with new students, with new needs and expectations? Number One: GET TO KNOW YOUR STUDENTS. Once a relationship is developed, the rest comes much more easily. Once students and teachers trust each other, they are both willing to take risks in the learning process. And no great learning takes place without risk.

Creating this classroom chemistry is not easy, but it is possible to do with a modicum of preparation. Literacy standards can also be addressed and met while teachers and students learn about each other. One method I have used is the Power Poster with an acrostic poem. Students are to discuss with partners on their teams their likes and dislikes as well as their strengths and weaknesses. They also chat about their expectations for the class. This pre-writing activity helps students brainstorm ideas for their acrostic poems and the paragraph/speech they will later create and present to the class. Thus, one can see that all language skills are eventually covered in such a “Getting to Know You” activity: listening (active), speaking, reading and writing. In time the students will be able to demonstrate they have met all these standards, and the class will be familiar with each and every student, and the teacher. (As the teacher, of course, you must also take part in the activi-

ties so that students get to know you. It must be a two-way street.)

When you present your “stories” to the class, you are modeling what the students must do. That is an extremely important factor in second language acquisition. Without the modeling, students may flounder and not be sure what is expected of them. Students always welcome clear, explicit instructions.

Other possible activities for the beginning of the semester include: Coat of Arms, Personal Flags, Line Ups by last names or by birthdays (pair off the two ends and have them interview and introduce their partner), Draw a Name (interview and introduce partner to class), sheet with “Find Somebody Who”(likes to eat sushi, was born on the 15th day of a month, has three siblings...), or a Comparison Chart of traits and feelings, et cetera.

The importance of getting to know your students cannot be overestimated. The time it takes to do it is well spent in terms of building literacy and classroom culture. What activities do you have planned for the beginning of next semester? ■

Dan Fichtner works in the UCLA Education Extension’s TESOL program.



By **Kit Bell**
Adult Level
Chair

For the past two years, reauthorization of CBET has been at the forefront of the Adult ESL legislative agenda. Since 1998, CBET has injected \$50 million annually into adult ESL programs – providing childcare for thousands of parents, salaries for teachers, equipment for classrooms, instructional materials, staff development and more. This has resulted in a stronger ESL program and parents better equipped to help their children succeed in school. CBET was originally slated for sunset at the end of the 2006-2007 school year. Terminating the program as planned would mean closing some ESL programs and downsizing many more.

Thanks to the perseverance and hard work of adult educators around the state, and the support of Senator Martha Escutia (D-District 30), who sponsored Senate Bill 368, CBET will most likely continue beyond the 2006-2007 school year. This time, however, the dollars will not come automatically to the schools based solely on English language learner counts. Instead, funding will be provided through an apportionment in the annual Budget Act, and school districts will need to meet specific criteria in

CBET Legislation Moves Forward

order to collect their share of the money.

What conditions will apply for receiving CBET funding? During the first 10 years of the program, school districts made their own CBET plans based on loosely drawn education code. If SB 368 passes in its current form, school districts would be required to develop a plan – approved by their school board – certifying that they

would meet more specific requirements. Among these would be stated, measurable goals as well as regular reports of progress in reaching those goals. Plans would be required to emphasize English language acquisition and tutoring skills, as well as parent recruitment. Whenever possible, CBET programs would need to operate at neighborhood school sites. Unlike our current program, this new version would require an evaluation of parents’ improvement in English literacy skills, as well as their children’s attendance and progress in English language development.

How can we make ourselves ready for the “new” CBET? Most importantly, planning needs to start now. Every CBET teacher should read and become familiar with the new legislation. CBET teams should form now to strategize and plan. Consider SB 368 a set of guidelines. As a

team, ask what is working now that meets the new “guidelines” and what will need to be altered or added. Because CBET funds are no longer guaranteed, be prepared to be flexible. Decide what your optimum program would look like and require in terms of funding, and then consider coming up with a less expensive alternative. Evaluate how you will collect the data you



Studying English together as part of California’s CBET program.

need related to reporting improvements in student performance and attendance.

To read the new CBET legislation go to <http://www.leginfo.ca.gov>. Click on Bill Information. Then type SB 368 into the dialog window. ■

Kit Bell supervises the Adult ESL, CBET, Citizenship, and Adult Basic Education programs for the Los Angeles Unified School District.

Interview Chart: Getting to Know You Activity				
Item	Me	Partner 1	Partner 2	Partner 3
Name				
Favorite TV show				
Favorite Music Group				
Favorite Pet				
# of Brothers				
# of Sisters				
Favorite Food				
<p>Teachers can add items to their own “getting to know you chart” – such as Favorite Number, Favorite Color, Favorite Holiday, Favorite School Subject, Favorite Sport. Expressions to complete can include “I feel hurt when I ...”, “I wish I had time to ...” “I love ...” “I hate ...”</p>				

Southern Nevada Annual Conference Coming in October

By **Regina Marshall**
Co-Coordinator Southern Nevada Chapter

The Southern Nevada Chapter of CATESOL works to meet the needs of more than 51,000 ELL students in Clark County schools. It is a major challenge, but we meet it head-on, with confidence in the training and professional support offered through CATESOL relationships.

This year, we have partnered with Coast Casinos, which has generously funded a portion of our annual conference coming up Oct. 13-14, and we plan to establish additional partnerships with the business community, working together in support of the needs of all English language learners in our community.

Enthusiasm for the annual conference is contagious, and some

of the new members we have attracted have volunteered their time to help us bring folks together for a wonderfully diverse group of publishers, presenters, and performers with relevant training to shape our ELL teachers in Southern Nevada. Board members have put their heads together to make this our best conference ever. Our desire this year is to include some much-needed secondary ELL strategies, and there will be some terrific “make it/ take it” sessions for all who attend.

We want to encourage our California and Northern Nevada CATESOL neighbors to join us at this event. The “Cultural Performers” segment and the catered food will be worth your trip. ■

Regina Marshall is an ELL specialist at Griffith Elementary in Las Vegas.

Workshops Highlight Capital Area Chapter's 2006 Calendar

By *Cassandra Issaka*
Capital Area Coordinator

Mastering the Madness & Magic of the Multilevel Class," facilitated by Jayme Adelson-Goldstein, proved to be a fantastic spring event for us. With the help of Oxford University Press, it was held on Saturday, April 22, 2006, at Florin Technology Center in Sacramento. The promise of another of Jayme's dynamic workshops brought in nearly a full house. Eager to improve multi-level instruction, participants came from Sacramento as well as neighboring counties. Jayme left her audience feeling capable, motivated, and inspired.

In addition to our principal spring event, we were excited to offer a State Conference information-sharing session. Held at Old Marshall Adult Education Center in Sacramento on Friday, April 28,

2006, it was an excellent opportunity for those unable to attend the State Conference in San Francisco to benefit from those who were able to go. Conference participants also had the chance to exchange information with each other. Teachers from both community colleges and adult schools then returned to their sites with fresh ideas to use and share with colleagues.

We are thrilled to announce our fall workshop with John T. Clark, Assistant Professor at CSU, Sacramento. He will address teaching pragmatics to ESL students and is sure to make it a lively and worthwhile experience. It is scheduled for 6 p.m., Thursday, Sept. 28, 2006, at American River College.

Don't forget our annual fall wine-tasting fundraiser. All proceeds go to our Cloudburst fund, which has traditionally aided teachers with no health benefits. Details to be announced.

Please visit our Web site at <http://geocities.com/chapter-chairs/capital>, or contact me at cissaka@netscape.com for more information about these and other Sacramento area events and how to become involved with our chapter. ■

Cassandra Issaka teaches at Old Marshall Adult Education Center and Fremont Adult School for Sacramento City Unified School District.

What's Growing on with Saroyan?

By *Sylvie Huneault-Schultze*
Saroyan Chapter Coordinator

Informative," "inspirational," "engaging," and "stimulating" are a few of the words of praise participants offered in response to the Saroyan Chapter's Spring Conference presentation by Dennis Parker. More than 80 people gathered May 13 at Fresno Pacific University's beautiful campus for Parker's presentation, "Strategic Schooling: Working Smarter to Achieve Dramatic Gains for Struggling Schools."

Parker, a faculty member of UCLA's School of Management Program, has a broad range of experiences as a high school and college teacher, elementary resource teacher, district bilingual program director, and pre-school principal. He has worked for the California State Department of Education and served as an educational consultant for the past 20 years.

Parker has been coaching Title I schools with a reform model he calls "Strategic Schooling." This is designed to dramatically improve the performance of struggling students, teachers and administrators, and schools with which Parker has been working have experienced significant gains in student

achievement. Conference participants were treated to a wide array of information on how to teach more strategically and effectively, especially to English learners. Everyone left Fresno with field-tested strategies for increasing student achievement.

After a "pause-café," Parker shared some practical techniques for working smarter in



Maureen Myers and Dennis Parker



the area of vocabulary development. He demonstrated

two approaches to building background knowledge based on Robert Marzano's (2004) research. One involved a "million words per year" pleasure-reading campaign. Another involved studying words in relationship to each other or in word families: semantic, structural, tiered, and cognates. Parker encouraged teachers to create word-

family charts to which students add new words as they progress through the class.

A book exhibit included such publishers as Fairfield Language Technologies, Follett Library Resources, Hampton Brown, Lit Conn, Inc., Oxford University Press, and Peace Works, and plenty of time was set aside for networking, one of the highlights of any good conference.

The Saroyan Chapter will gather for its fall event at Fresno City College on Saturday, Sept. 30. We are honored to bring to the Central Valley the renowned Dr. Kate Kinsella, teacher educator in the Department of Secondary Education at San Francisco State University. As keynote speaker and workshop leader, Kinsella will engage students, teachers and administrators in a theoretical and practical discussion about "Strategies to Bolster Academic English Language Use and Lesson Engagement in Linguistically Diverse Classrooms." Seating will be limited and pre-registration is highly recom-

mended. A pre-registration flyer is being mailed to CATESOL members this month. To download a flyer, go to www.catesol.org and click on "Conference Information." For additional information, e-mail [Sylvie Huneault-Schultze](mailto:Sylvie.Huneault-Schultze) at s_huneault@yahoo.com, or phone her at (559) 442-4600, ext. 8691. ■

Sylvie Huneault-Schultze is an ESL instructor at Fresno City College.

Join LA/OC at E³ Conference in October

Members of Los Angeles Area and the Orange County Chapter have joined to bring you the LA/OC Regional CATESOL Conference on Saturday, Oct. 28, 2006. The conference will be held at California State University, Fullerton, located at 2555 E. Nutwood Ave., Fullerton, CA 92831.

Our theme is E³ – Engage • Educate • Empower.

The widely published Lia D. Kamhi-Stein, professor at the Charter College of Education, California State University, Los Angeles, is the plenary speaker. We are also working on having Governor Arnold

Schwarzenegger speak to us on his experience as a second language learner of English.

Presentation proposals from all ESL teaching levels are welcome. The submission deadline is Sept. 15, 2006. To submit a proposal, go to www.catesol.org, click on conference information, and then regional conference information/online proposal instructions. ■

For more information or to be a part of the planning committee, please contact: Barbara Luther, BJLU5903@aol.com, Conference Co-Chair or Anh Ly, anhlycatesol@yahoo.com, Conference Co-Chair.

Become a CATESOL Board Member

By *Joyce Cain*
Nominating Committee Chair

It's time once again to begin selecting candidates for the CATESOL Board of Directors. This is your opportunity to become involved in a professional experience that:

- gives you state-of-the-art perspective on ESL at all levels of the educational system;
- helps you develop leadership skills;
- provides valuable networking opportunities with ESL professionals throughout California and Nevada (all required travel expenses paid);
- enhances your résumé;
- informs you of and involves you in sociopolitical issues relevant to ESL and education;
- and is fun at the same time!

Consider nominating yourself or a colleague for a position on the Board. The following positions are open every year: President-Elect, Assistant Secretary, Assistant Level Chairs (Elementary, Secondary, Adult, Community College, College/University, IEP, and Nevada), Assistant Chapter Council Chair, Nominating Committee Representatives (one from each level and Nevada). Nominations for Assistant Level Chairs and Nevada Representatives must come from the southern part of those states in 2007. Nominees must be CATESOL members. Additionally, nominees for President-Elect must have previously served on the Board of Directors. ■

This year's Nominating Committee has begun identifying candidates and welcomes your input:

Elementary	Mary Ann Robinson	mrobinson@washoe.k12.nv.us
Secondary	Gene Sepulveda-Kluck	genek@earthlink.net
Adult	Kara Rosenberg	krosenberg@pausd.org
Community College	Virginia Berger	vaberger@aol.com
College/University	Cheryl Chan	cherylc@csuf.edu
IEP	Bessie Karras-Lazaris	bessie.lazaris@csun.edu
Nevada	Jean Melby-Mauer	JEmelby-mauer@interact.ccsd.net
Committee Chair	Joyce Cain	jcain@fullcoll.edu

Please do not hesitate to contact any of the Nominating Committee members with your name or the names of CATESOL members who would make good candidates for the CATESOL Board of Directors.

Joyce Cain is at ESL instructor at Fullerton College.

Determining CATESOL's legislative priorities

By Charlene Ruble and
Lynne Nicodemus
Socio-Political Coordinators

A Socio-Political workshop was held at the June 3, 2006, board meeting to establish legislative priorities and develop a plan of action for each level: K-12, Community College, Adult, and IEP. Jeff Frost, CATESOL's California legislative advocate, reviewed the process of how a bill becomes a law and presented the list of current bills of interest to teachers of English language learners.

Discussion leaders for the breakout groups were Bell and Kathy Hamilton for adult education, Karen Dennis for community college, Gregory Anderson and Belinda Braunstein for college-university and IEP. Participants included level chairpersons, assistant level chairpersons, board members, and socio-political coordinators.

Among the action plans developed for disseminating information and organizing support/opposition were presentations/forums at chapter, regional and state conferences, letter writing, dialogue/discussion on the list-serv, designation of a socio-political concerns contact person at the chapter level, e-mails and faxes, newsletter articles and collaborating with coalition groups.

Legislative Priorities

Elementary/Secondary

AB 2445 – (Salinas): Bilingual Education Specialist Teaching Credential

This bill would require the Commission on Teacher Credentialing (CTC) on or before Sept. 1, 2008, to establish standards for the issuance of a bilingual education specialist teaching credential for teachers of bilingual education classes for English language learners transferred to those classes under a specified provision of existing law and would require the standards established by the CTC to require the candidate for a preliminary bilingual education specialist teaching credential to have a baccalaureate degree from an accredited institution, have completed a program of professional preparation for the credential, possess a multiple-subject teaching credential or a single-subject teaching credential, and demonstrate knowledge, skills and abilities in certain listed areas.

Status: Assembly Appropriations Committee
Position: Priority 1 – Support

- Promotes highly qualified teachers as outlined in the No Child Left Behind Act
- Provides for knowledgeable leadership in bilingual, dual immersion and English language development programs

AB 2117 – (Goldberg): English Language Learners: Waivers
Existing law requires the California Department of Education to establish procedures for conducting an assessment of each English learner pupil's language development and for the reclassification of a pupil from English learner to proficient in English. This bill would include assessment of academic proficiency using a primary language assessment instrument under the Standardized Testing and Reporting Program if the assessment is available. Additionally, the bill would require a school district that has one or more pupils who are English language learners to inform the parent or legal guardian of each of those pupils in writing that the parent or legal guardian has the right to request a waiver. The bill would also delete the requirement that the State Board of Education (SBE) adopt basic instructional materials in the category of bilingual or bicultural subjects and, instead, would require the SBE board to adopt basic instructional materials in the category of English language development.

Status: Assembly Appropriations Committee
Position: Priority 1 – Support

- Provides for academic assessment using primary language when the assessment is available
- Emphasizes notification of parent right to a waiver
- Requires SBE to adopt English language development materials

AB 607 (Goldberg): Curriculum Development & Supplemental Materials Commission

The bill would make several changes to the Commission, including specifying that public members of the Commission are subject to the limitation of one full four-year term, and would prohibit a person appointed to serve as part of an advisory group to the Commission from participating in that advisory group for more than one subject matter adoption.

Status: Senate Education Committee
Position: Priority 2 – Support

SB 1580 (Ducheny): Pupil Assessment

The bill would require a pupil identified as Limited English Proficient and who is literate in his or her primary language to take the standards-based achievement test in his or her primary language as soon as the primary language assessment is available.

Status: Senate Appropriations Committee
Position: Priority 1 – Support

- More accurate assessment of academic knowledge

AB 2040 (Chu) High School Exit Exam: Summer/Saturday Administrations

The bill would authorize the State Superintendent of Public Instruction, commencing in 2006-2007, to include summer and Saturday administrations of the high school exit examination. The bill would appropriate \$5.5 million to fund additional summer and Saturday administrations of the high school exit examination and the evaluation of those additional administrations.

OC Chapter's Spring Conference Was Anything But Passive

By Susan Stern
Publicity Co-Chair, Orange County Chapter

Engaging the audience right from the start, keeping them on the edge of their seats to the end, and punctuating the performance with humor, wit, pathos, and drama does not sound like the usual outcome of a presentation on grammar. But that indeed describes the Orange County Chapter's Spring Conference at California State University, Fullerton, on March 25.

Titled "Got Grammar? Troublesome Hotspots in Three Acts: Do Gerunds, Infinitives, and Causatives Make You Nervous? Has the Present Perfect Made You Tense? Victimized by the Passive? Teach It Actively," the "cast" did not consist of professional actors, but of three veteran teachers: Carol Bander, Colleen Hildebrand, and Kathleen Smith (who have 60 years of teaching experience among them). About 170 participants attended.

The trio began by distributing the first of three multi-page handouts about the hot-spots of grammar they covered: Act I: Gerunds, Infinitives, and Causatives; Act II: The Present Perfect; Act III: The Passive, Reproducible. Chock full of material ready for the classroom, the handouts included newspaper clippings, cartoons, songs, history, literature, poetry, and references to television, current events, and

Status: Senate Education Committee
Position: Priority 1 – Support

- Increase opportunities for taking the high school exit exam
- Provide funding for the increased opportunities

Community College Priorities

SB 847 (Ducheny): Community Colleges: Faculty (Original Form) (FYI Only)

A community college can employ adjuncts at 80 percent of full load without changes in benefits. The bill would provide that the status of a person employed to teach adult or community college classes for the purposes of classification as a contract, regular, or temporary employee would be determined at the campus level rather than at the district level. The bill would specify that none of its provisions could be construed to preclude a person to whom this provision is applicable from teaching these hours at each of two or more colleges within a district, while being classified as a temporary employee at each campus. The bill would also specify that none of its provisions shall be construed to

affect the part-time community college faculty health insurance program and the community college part-time faculty Office Hours Program.

Status: Senate Education Committee
Position: Watch

(SB 847 has been significantly amended. In its original form, shown above, the bill would have created a better work environment for part-time community college faculty by allowing part timers to work a longer schedule in one district. However, that section of the bill has now been eliminated.)

Adult Education Priorities

SB 368 (Escutia): Community Based Educational Tutoring (CBET) Program

The bill would make specific programmatic changes to the CBET program and allow the program to be funded on an annual basis through the Annual Budget Act. The bill focuses on CBET instruction at neighborhood school sites to provide full articulation between CBET programs and instructional programs for school-aged English language

culture. The handouts also consisted of contextualized student activities, such as news reporting, parallel writing, role-playing, and games.

An ice-breaker, "Mingling Activity," launched Act I. Participants filled out structured sentences about themselves using gerunds (I enjoy ... ; I don't enjoy...) and infinitives (I need ...; I don't want...) , and completing the sentence: "One challenge I have teaching English grammar is..." Each paper was collected and randomly redistributed. Everyone was asked to find the writer whose paper they had been given, interview that person, and introduce him or her to the group.

Other activities included a TPR demonstration to practice infinitives, watching an old and still hilarious 50-year-old Sid Caesar television clip to practice verbs of perception, and pretending to be a fortuneteller with a crystal ball for practicing verbs of perception.

For Act II, the presenters elicited common usages of the present perfect tense, then pointed out why it is so often a problem for non-native speakers. Current research was briefly reviewed. A number of contextualized activities were presented for teaching the present perfect, such as "One Upsmanship" (from the text *Bridging the Gap*). In this pair activity, each person tries to "one-up" the other about what he or she has done. For example, "I've met the president" could be topped by "I've danced with the president," or "I've stayed with the president." Handouts provided numerous real-life examples to illustrate usage. Included was a poem by Langston Hughes that repeats the refrain "My soul has grown deep like the rivers," and students are asked to create their own poem modeled on it. There were activities for all ages and levels, from *The Three Bears* ("Who has broken my chair?") to the contemplative folk song "Where Have All the Flowers Gone?"

(continued on page 12)

learners. The bill sets out an on-going evaluation process to measure the effectiveness of the CBET program.

Status: Assembly Education Committee
Position: Priority 1 – Support

- Promote accountability of CBET Program
- Provide community support for ELL students
- Promote local parent involvement

College-University

Since there were no bills of special interest to these levels, they opted to closely monitor immigration legislation and to support the K-12 bills.

Additional information on current existing legislation is available on the CATESOL Socio-Political Website.

Charlene Ruble is a retired elementary educator and a teacher trainer in Project GLAD. Lynne Nicodemus is Vice Principal at Pittsburg Adult Education Center in Pittsburg, California, and CATESOL's Northern Regional Conference Chair.

Los Padres CATESOL Chapter Presents 2006 Fall Conference

Saturday, October 14
8:30 a.m. – 3:30 p.m.
Santa Barbara City College

Plenary Speaker:

Laurel Pollard

"Putting Students in Charge of Their Own Learning"

Laurel Pollard is the author of *Zero Prep, Zero Prep for Beginners and Now You're Talking*. Her mission is to empower teachers by helping them recognize their own successes, rediscover their creativity and restore joy to their teaching. She shows how to reduce stress and avoid burnout. Learn more about her at <http://www.laurelpollard.com>

Events

The conference will include 20 workshops, panel discussions, publisher's exhibits, continental breakfast, catered lunch, a raffle and an early registration discount.

Save yourself \$10

by mailing your registration form before Sept. 30, 2006, to:
Los Padres CATESOL,
c/o Ingrid Bowman,
1418 W. Valerio St.,
Santa Barbara, CA 93101

Volunteers

If you're interested in volunteering, we need you to stuff folders, decorate, register and clean up. Please contact Jack Bailey at (805) 964-6853 x330. We are encouraging participation from the tri-county area and beyond.

If you can host a teacher, please indicate on your registration form. If you want to be hosted, please contact Randy Rightmire at (805) 962-8683

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OC Spring Conference

(continued from page 11)

"Act III" focused on the passive voice, which often describes how people are victimized (for example, "Dozens Injured as Bus Veers Off Road," "Scores Killed" "Suspect Arrested"). The presenters explained how the helping verb is often left out, which sometimes leads students to think this is a past tense. The cure to being victimized by the passive voice as a teacher, the presenters said, is to teach it actively.

They demonstrated this by eliciting from the audience examples of the passive in everyday life: the restroom "is occupied," the plane "has been delayed." A discussion of the universality of the passive in terms of its communicative function followed. It was pointed out how the passive and active voice are not interchangeable; therefore, drills that simply transform active voice to passive voice without attending to meaning are inappropriate.

Activities included newspaper articles, headlines, and police logs. A video was shown of a Saddleback College counselor who is the child of a Holocaust survivor telling a group of her peers what had happened to her parents. One curious example in the victimization examples was the verb "slay." It is hardly ever used in active voice or past tense (slew), but appears in newspapers every day in passive voice: "was/were slain."

"Act III" ended with a jazz chant, "The Tourist's Lament," written and performed by Carol, Colleen and Kathy. Their look at the misadventures all tourists face provided a delightful finale.

The conference included a continental breakfast, Chinese buffet lunch, a wide array of publishers' exhibits and plenty of time to enjoy all of them. A special highlight, which has become another Orange County Chapter tradition, was the drawing for the door prizes – a large number of publisher-donated textbooks and materials.

The Spring Conference was made possible by our co-sponsors, the Associated Students and TESOL Club of CSUF, the Orange County Professional Development Center, and the Orange County Department of Education, as well as Chapter Coordinator Anh Ly and Coordinator-Elect Barbara Luther.

Don't forget the Fall Conference, which will be held in conjunction with the L.A. Regional Chapter at California State University, Fullerton, on Oct. 28, 2006. Check the *CATESOL News* for additional information. Questions may be addressed to Conference Co-Chairs Barbara Luther (BJLU5903@aol.com or Anh Ly (anhly-catesol@yahoo.com)). ■

Susan Stern is a professor of ESL at Irvine Valley College.



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CATESOL's Interest Groups Busy As Usual

By Robert Wachman
Interest Group Facilitator

Do you know how many Interest Groups CATESOL has? Four. Can you name them? If you answered "no," you are in good company. Though CATESOL Interest Groups (IGs) have existed for 10 years now, their identities, functions and relationship to the organization as a whole have not been widely understood. This, we hope, is in the process of changing.

The four IGs are Intercultural (ICIG), Non-Native Language Educators' Issues (NNLEI-IG), Teaching English in the Workplace (TEW-IG), and Technology Enhanced Language Learning (TELL-IG). Each IG has a coordinator, coordinator-elect, and other officers, such as secretary, Web master, and listserv moderator, all elected by the membership at the group's annual business meeting, held during the State Conference. One former IG coordinator is selected each year as the IG Facilitator, whose job is to support the coordinators, deal with issues common to all IGs, and serve as a direct communication channel with CATESOL's Board of Directors.

In recent years, the IGs have become increasingly active at both regional and state conferences. IG leaders and their representatives help conference planning committees and solicit and help review proposals. At recent regional conferences, IGs have conducted rap sessions, hosted information tables, and sponsored increasing numbers of presentations and workshops. At the annual

State Conference, each interest group conducts workshops and colloquia as well as a business meeting. A major interest group-sponsored endeavor at each State Conference is the Electronic Village, primarily organized and operated by TELL-IG.

All IGs have listservs for ongoing e-mail discussion, and some have Yahoo Groups through which they can share files, such as presentation handouts and lesson plans. All also have Web sites with a range of historical and current information. Go to www.catesol.org and click on "Interest Groups" to reach links to individual IG websites and join IG listservs.

Robert Wachman is a professor of ESL at Yuba College in Marysville, California.

Intercultural Interest Group (ICIG)

ICIG Coordinator Ana Turetsky teaches in the troubled Oakland Adult Education program. At this summer writing, she has her hands full advocating for teachers and students.

In a bit of personal intercultural news, Ana reported that in May, she and her class of all-Chinese students made Bay Area Channel 2 news when they visited a local Mexican restaurant. According to Ana, it was the first time any had eaten Mexican food and the first step "in building a cultural bridge between the two communities." If you have engaged students in interesting or innovative intercultural activities, join the ICIG listserv and share them. Anyone wishing to represent ICIG at the Los Angeles Regional Conference (Oct. 28 at CSU Fullerton) can contact Ana at beactive13@hotmail.com.

(continued on next page)

Call for papers: *The CATESOL Journal*

Articles in *The CATESOL Journal* focus on theory, research, pedagogy, and educational policy related to the teaching of English to speakers of other languages, including U.S.-born bilinguals, "generation 1.5" students, immigrants, and international students. Articles may focus on any educational level, from kindergarten to university, as well as on adult school and workplace literacy settings.

Submission is open to all. Submissions based on CATESOL presentations generally fall into two categories:

CATESOL Exchanges (up to 15 pages): These articles present (a) well-argued viewpoints regarding theory, research, pedagogy, and/or educational policy, (b) effective instructional techniques and classroom practices, (c) pilot studies, or (d) other discussions that are of interest to our readership.

Feature Articles (25-30 pages including bibliography): These articles focus on theory, research, pedagogy, and/or educational policy. Feature articles should show evidence of rigorous scholarship, make

an original contribution to the field of education, contain ample references, and provide readers with insights that they can generalize to their own educational settings.

Articles should be sent as email attachments to mwald@berkeley.edu.

You might also consider submitting a review of a book or other published material. Review guidelines can be found at <http://www.catesol.org/cjrvw.htm>

Because *The CATESOL Journal* is a "mentoring journal," contributors are provided with ample feedback to assist them in the revision process. Manuscripts submitted to *The CATESOL Journal* typically undergo several rounds of substantive revision with guidance from reviewers—experts from CATESOL who want to help our members share their ideas and projects with a larger audience.

Need more information?

Please contact Margi Wald, CATESOL Journal Co-editor
Phone: (510) 642-3340
Email: mwald@berkeley.edu

Teaching English in the Workplace (TEW)

Goals for the Teaching English in the Workplace (TEW) Interest Group this year include expanding the regional TEW groups and their involvement in regional conferences, and approaching key union officials for support. Jerry Bush, our new moderator, created a Workplace English Yahoo Group for TEW listserv members who want to download and share documents with interested TEW listserv members.

TEW members have volunteered to read presentation proposals and host TEW rap sessions for regional CATESOL conferences this fall. Any CATESOL members interested in joining TEW can become listserv participants on the CATESOL Web site or contact Annette Charron, the TEW Coordinator (e-mail: amtcharron@yahoo.com)

Non-Native Language Educators' Issues

By Terry Doyle
NNLEI Coordinator Elect

Whether you are a "non-native" or a "native" English teacher, a teacher trainer or school administrator who supervises non-native teachers, the Non-Native Language Educators' Issues IG should be interesting, useful, and informative to you. If you are a non-native English teacher, we aim to serve your interests, whether you plan to work in the United States, in your home country, or in another country. Although it takes on somewhat different forms, discrimination against non-native teachers and applicants for ESL/EFL teaching positions occurs both in the United States and elsewhere, so even if you plan to return to your home country, you may still face discriminatory practices. The NNLEI-IG offers a supportive group where you can discuss your frustrations, problems, and successes with people who understand your situation from their own experiences.

Professors and native speakers in administration who want to understand better the needs and experiences of non-native English teachers are also encouraged to attend our meetings to hear first hand about the issues that affect non-native teachers.

One NNLEI-IG goal is to encourage

CATESOL to adopt a strong policy statement about the relative advantages of being either a "native" or a "non-native" English teacher. You can read TESOL's policy statement about non-native teacher issues at the group's Web site.

One of my projects over the next two years as coordinator-elect and coordinator is to find ways to connect with young prospective ESL and EFL teachers so that I can understand their concerns during the period their identity as an English teacher is being formed. To this end I am currently conducting research with several MA TESOL students, and hope to present the results of this research at the 2007 TESOL and CATESOL conferences. (e-mail: tdoyle4820@yahoo.com).

Terry Doyle, NNLEI Assistant Coordinator, has been an ESL instructor at City College of San Francisco for more than 25 years.

Technology Themes for the Coming Year – TELL-IG

By Marian Thacher
TELL-IG Coordinator

Technology is moving faster and faster, it seems. In the adult level, several years ago many if not most of our students didn't have computers or Internet access. Recently I've been hearing teachers around the state say that even their beginning level students have e-mail addresses, and even if they don't have a computer at home they check their e-mail at school or elsewhere.

Digital Listening

What does technology mean these days for ESOL instruction? One example comes from Trevor Shanklin, Director of the Language Lab for the Language Acquisition Resource Center at San Diego State University, who points out that 25% of the score on the new Internet-based TOEFL is based on listening to digital recordings. Trevor will be the coordinator of the Electronic Village at the 2007 state conference in San Diego, and would like to see an emphasis on technology for teaching listening and speaking.

Listening sites and activities are proliferating on the Web. Many students are downloading podcasts and listening at their convenience. Teachers are beginning to experiment with posting podcasts and other

listening activities online. One example comes from Steve Gwynne at the San Diego Community College District, where he teaches a vocational ESL class. Steve started posting a listening and/or speaking activity for his students every week or so. You can listen to some of these at <http://veslclass.podomatic.com/> Steve used www.podomatic.com to create his podcasts. It's free, it's easy, and it's definitely worth a try if you're interested in posting sound files, or having your students record their own. Look for more examples in the Electronic Village next year, and consider submitting your own podcast site for the Internet Fair.

Digital Storytelling

Another trend in technology integration is helping students create short, gripping media-rich stories using simple tools at our disposal in most computer labs or classroom computers. Some teachers are doing this with PowerPoint. There are many features of PowerPoint that are easy to learn and can make a PowerPoint show look like a movie.

Others are using MovieMaker or iMovie, free digital video editing programs that come with Windows XP or Mac OSX, respectively. Many digital still cameras now allow you to take up to an hour of good quality video in addition to still shots, so digital images, moving or still, are getting much easier and cheaper to capture and manipulate. A good site for getting an introduction to digital storytelling and seeing some examples is <http://www.storycenter.org/>.

If your students have done an interesting project with digital audio, photos or video, think about ways that you might share the project with your ESOL colleagues. Can you put it on a Web site? Can you post a message on the TELL-IG listserv? Is it something that would make a good workshop, Technology Fair presentation, or poster session at a regional or statewide conference? Regional conferences are just a short time away in October or November, and are a good place for new presenters to get started. There are many ways to get involved and share your work! (e-mail: mthacher@otan.us)

Marian Thacher is Coordinator of Technology Projects for the Outreach and Technical Assistance Network (OTAN), a California adult education leadership project.

CAHSEE: One Size Doesn't Fit All

By Barbara Bilderbeck
Secondary Chair

June is an emotional time for seniors in almost all high schools. Will students pass all of their senior classes and have enough credits to graduate? How will students get enough tickets for all of the family members who want to come to the ceremony? Will they have enough money to pay for a yearbook, cap and gown, invitations, GradNite, the senior breakfast and senior parties? (That comes to around \$350 where I teach.) Finally, will they pass the California High School Exit Exam (CAHSEE)?

I teach beginning and early-intermediate ELD at Montclair High School, located off Interstate-10 on the San Bernardino/Los Angeles county line. We are a Title I school, and the overwhelming majority of our students are Spanish speakers, mostly from Mexico. We deal with many of the same issues that poor, urban schools have to deal with, including poverty and transience. This year, I had about 15 seniors in my four sections of ELD 1 and ELD 2. Eight of those had all the credits needed to graduate by virtue of their foreign transcripts, but only one, Sylvia, passed both the ELA and the math portions of the CAHSEE, and only she was allowed to participate in the graduation ceremony June 14.

While I believe our graduates should display a basic understanding of English literacy and numeracy, I am less convinced as time passes that the one-size fits-all



rigorous English proficiency exam (a literature-based writing prompt) and the requirement that all students pass their senior-level English course. At that time, lower-level ESL students were routinely given a "fifth year" to progress into advanced ESL and take senior English. Teachers worked hours after school one-on-one with students who hadn't passed the exam, individualizing instruction to provide the skills they needed to demonstrate a command of academic English.

The CAHSEE doesn't lend itself to this sort of differentiated instruction. It takes 10 weeks to get the results back from the state, far too long for targeted remediation, in my opinion. Also, some students are not able to adequately demonstrate what they know in a high-pressure multiple-choice test. The gate-keeping aspect of this exam has led to a degree of despondency and hopelessness that I had not previously witnessed in my 15 years in the high school classroom. Bright, hard-working and high-achieving students came out of the March 2006 administration of the CAHSEE knowing they hadn't passed and just stopped trying in their classes. Many stopped attending school altogether.

At Montclair, we are doing what we can within the constraints of the system.

CAHSEE should be the only measure. When I returned to California in 2000 and started teaching at Montclair, my district had a ELD seniors who can amass enough credits with an extra year of high school (and acquire more English) are given fifth-year senior status and allowed to return in the fall. Overall, we had 12 students who had these credits and didn't pass CAHSEE, and an additional 20 or so who also didn't pass one or two classes their last semester. Those students are being offered a special CAHSEE review class at one of our continuation high schools, and were scheduled to take the exam this month. Students will be told the results in early November. If they haven't passed, they can take the test again in December. Those results will be announced in mid-March 2007, and students who still haven't passed will be asked to attend an adult school program.

My teaching experience makes me reluctant to embrace CAHSEE as the last and final word about my students' capabilities. I know what level of English my students need to be successful in mainstream classes, in the workplace, and in higher education. I build my lessons on the premise of systematic development of academic English. Our curriculum is aligned to the ELD and ELA standards and we have developed an extensive system of benchmark exams and performance-based portfolios to inform students, teachers, administrators, and parents of each student's progress, strengths, and weaknesses. Frankly, I'd like to get back to a time of multiple measures of proficiency, with a standardized test being a part of the equation, not the only thing that counts. ■

Barbara Bilderbeck is an English Language Development teacher at Montclair High School in Montclair, California.

CATESOL 2006 REGIONAL CONFERENCES
October 21 San Diego, California
October 28 Fullerton, California
November 4 Northern California



Call for Participation (preferably completed online at www.catesol.org)

Lead Presenter (will receive all correspondence and receive free conference registration)

name	affiliation	home telephone	work telephone
street	city	state	zip
			email (if possible)

Type and length of presentation (check one):

- Paper** (45 min)
Discusses and describes a theoretical or research-based project of the presenter.
- Poster Session** (45 min)
Displays content graphically, with presenters' attendance.
- Demonstration/Workshop** (45 min)
Demonstrates and explains practical techniques or strategies.
- Publisher's Session** (45 min)
Publishers with a table in CATESOL's exhibit hall present materials and explain their rationale.

Equipment All rooms will be set up theater style with a screen and OHP.
A limited number of rooms will include additional equipment. Indicate your **preference** below.
If you indicate a need for additional equipment, please justify that need in your proposal.

- Computer and projection equipment
 - Easel and/or whiteboard
 - Monitor and VCR
 - Other: _____
 - Computer Lab with PCs
 - MACs
- You will be notified if your request is not available.

Level or Interest Group to which your session would apply (Check the one most relevant)

- Elementary
- Secondary
- Adult
- Intercultural Communication
- Teaching English in the Workplace
- Community College
- Intensive English Program
- College/ University
- Technology- Enhanced Language Learning
- Non-native Language Educators' Issues

Other presenters as they should appear in the program. Additional presenters must register for the conference.

Family name	Given name	Affiliation	E-mail
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Title of Proposal (9-word maximum length) _____

Abstract (50-word maximum, written in third person and future tense.)

Abstracts will appear in the conference handbook to help participants decide which presentations to attend.
Attach two printed copies of your abstract with the presenter(s) names in the upper right-hand corner.
Number of words in abstract: _____

Summary (200 word maximum, typed on a single, separate page.) It must state clearly and concisely the purpose of the presentation and its significance for the intended audiences. It will be read by the educational level or interest group that you choose above. Attach two printed copies of your summary with the presenter(s) names in the upper right-hand corner.

Proposal Submission

- Mail the completed package to **arrive** by
- September 8, 2006 for the San Diego Regional to: Cindy Wislofsky, 4351 Mt. Herbert Avenue, San Diego, CA 92117
 - September 15, 2006 for the Los Angeles Regional to: Margaret Teske, ESL Department, Mt. SAC, 1100 N. Grand Ave., Walnut, CA 91789
 - September 15, 2006 for the Northern Regional to: Joyce Povevyn, ESL Dept., Las Positas Comm. College, 3033 Collier Canyon Road, Livermore, CA 94551

Please see www.catesol.org for further tips & examples

Third Annual Norma Shapiro Memorial Award

Norma Shapiro was a master teacher and writer in the field of ESL who co-authored one of the most widely distributed, extensively used ESL books in the world, the *Oxford Picture Dictionary*. She traveled the world training new teachers and sharing her expertise as an ESL educator. Norma inspired a generation of ESL teachers. She was admired and loved by all who knew her.



In Norma's memory, CATESOL is seeking nominations for ESL Adult Level professionals with five or fewer years of experience in the field who have demonstrated excellence in teaching, training and/or writing.

The winner will be announced at the 2007 CATESOL Conference in San Diego and receive a library of professional ESL books. Applications and more information are available at the CATESOL Web site: www.catesol.org.

Enrollment Woes Lead to Program Wows

By Charmaine Phipps
Community College Level Chair



It's no surprise to those of us who work in the community college field that enrollment is down statewide. The approximate decline (across the curriculum) is 2.5 percent, which accounts for "literally hundreds of thousands of fewer students," says Chaffey College president, Dr. Marie Kane.

As for ESL, several districts responding to a recent level survey declared that their enrollments have indeed decreased during the past couple of years. Speculations on the causes for this decline include: an improved economy with a lower unemployment rate, school fee increases, immigration policies, and other, more region-related theories.

Even though we may see a slight increase in students if fees decrease as expected in Spring '07 (from \$26 to \$20 per unit hour), there is no way to know if other statewide factors will continue to affect enrollment. It is up to each campus and district to find ways to serve students and community members as best they can.

Colleges are handling this in several creative ways. Here are a few examples of what faculty and staff are doing to increase enrollment and retain students.

Creation of a welcome guide: This can include information on ESL course options, VESL and other vocational programs to help students see where they are or could be positioned in a multi-level program. It also helps students visualize the scope of a program and how programs are intertwined.

Creation of an online career exploration resource: This resource includes an interest survey to help students explore possible occupations while also giving program and course information.

Placement test flexibility: Schools are offering placement tests for credit programs at the sites of noncredit programs to make them more accessible. This is also true when offering the assessment at a variety of times during the day as well as various dates during the semester.

Outreach: Program coordinators and faculty are reaching out to govern-

ment, industry and community groups to establish relationships. This is especially effective when the school offers VESL and can create individual programs for groups outside of the campus to meet specific occupational needs.

Transition courses from non-credit to credit: This helps students make a gradual transition from one program to another by emphasizing pre-academic reading and writing skills to get them ready for academic English.

Expansion of support services: Many campuses have extensive support services for ESL students and can be used as models for others who are trying to improve services. Services include computer access, listening/speaking equipment, videos, software, digital audio and video files, tutoring, and workgroups.

Examination of community needs: Some schools are focusing on identifying and examining the needs of the underserved populations in their community. This may include identifying populations that are less-known and brainstorming ways to attract those individuals and mold courses to meet their needs.

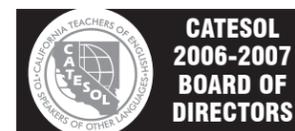
International recruitment: Some schools are expanding the scope of their recruitment efforts to attract more foreign students.

Curriculum-based retention strategies: In some courses, teachers are including campus-based lessons in which students explore the ESL program, student resources, and certificate and degree programs. These may include guest speakers, field trips, and presentations related to the college.

Marketing programs: One college responding to the survey has decided to have faculty and staff call students to encourage them to enroll and remind them about registration dates. Also, program coordinators and staff send out welcome letters to individuals who took the assessment.

Enrollment may or may not be on its way to recovery, but these strategies are beneficial regardless of the degree of enrollment impact a campus or program is experiencing. They focus on reaching out to the community and finding ways to best meet student needs, which is our core function apart from reacting to enrollment fluctuations. ■

Charmaine Phipps teaches ESL at Chaffey College in Rancho Cucamonga, California.



President
KAREN CADIERO-KAPLAN
(619) 594-4994
kcadiero@mail.sdsu.edu

Past President
KAREN DENNIS
(714) 241-5742
karendennis@mac.com

President-Elect
DAN FICHTNER
(310) 316-6092
dfichtner@aol.com

Secretary
KATHY HAMILTON
(916) 686-7717
khamilito@egusd.net

Treasurer
MARY HERBERT
(530) 752-4136
MVHerbert@aol.com

Elementary Level Chair
MAGALY LAVADENZ
(310) 338-2924
mlavaden@lmu.edu

Secondary Level Chair
BARBARA BILDERBACK
(909) 596-2990
barbara_bilderback@hotmail.com

Adult Level Chair
KIT BELL
(213) 241-3709
kit.bell@lausd.net

Community College Level Chair
CHARMAINE PHIPPS
(909) 477-8636
Charmaine.smith@chaffey.edu

College/University Level Chair
GREGORY ANDERSON
(408) 422-3073
gga@usc.edu

Intensive English Programs (IEP) Chair
TARA NEUWIRTH
(310) 794-3251
tneuwirt@uclaextension.edu

Nevada Representative
VICKI HOLMES
(702) 895-3925
vholmes@cox.net

Chapter Council Chair
BELINDA BRAUNSTEIN
(805) 893-5867
catesolbb@hotmail.com

Capital Area Chapter Coordinator
CASANDRA ISSAKA
cissaka@netscape.com

Los Padres Chapter Coordinator
MARIT TER MATE-MARTINSEN
(805) 965-0581 ext. 3040
catesolmtm@yahoo.com

Orange County Chapter Coordinator
BARBARA LUTHER
BJLU5903@aol.com

Saroyan Chapter Coordinator
SYLVIE HUNEALD-SCHULTZE
(559) 442-4600 ext. 8691
s_huneault@yahoo.com

Southern Nevada Chapter Coordinator
REGINA MARSHALL
(702) 254-5777
smithrm@interact.ccsd.net
and SYLVIA VILLALVA
sylvia_villalva@interact.ccsd.net

Northern Nevada Chapter Coordinator
LIZ WARNER
LWarner@washoe.k12.nv.us
and DIANA WALKER
DWalker@washoe.k12.nv.us

Steinbeck Chapter Coordinator
TIM BARRETT
mycatesol@gmail.com

Yosemite Chapter
KEITH PETERSEN
(209) 575-6500 ext. 8255
kyjipetersen@hotmail.com

Student Representative
JOHANNA DRASNER
owlcage@earthlink.net

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Members may choose up to **two** interest groups:
Mark "1" next to your primary choice. If you have a second choice, mark it with a "2."

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_____ Teaching English in the Workplace (TEW)

_____ Nonnative Language Educators' Issues (NNLEI)

Subscribe to Listserv for the above interest group(s)? Yes No

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N
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Editor:
TIMOTHY LANGE
tlelange@hotmail.com
(323) 224-0329

For editorial information in general, contact:
SARAH NIELSEN
sarahnielsen@yahoo.com
(510) 885-3216

For information regarding advertising, contact:
VIVIAN IKEDA
catesolad@hotmail.com
(415) 561-1875

C
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C
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N
F
E
R
E
N
C
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S

For information, contact:
MARK ROBERGE
roberge@sfsu.edu

MARGI WALD
mwald@uclink.berkeley.edu
and
LIA KAMHI-STEIN
lkamhis@calstatela.edu

C
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N
C
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S

For information, regarding exhibiting at conferences, contact:
ANH LY
3014 Townsend
Santa Ana, CA 92704
Anhlycatesol@yahoo.com

For general CATESOL conference information, contact:
VIRGINIA GULEEF
vguleef@sdeed.edu

M
E
M
B
E
R
S
H
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P

WAYNEFLETE
21C Orinda Way #362
Orinda, CA 94563
(925) 253-8683
(263) 669-8966 (fax)
wayneflete@patten.com

2006 Northern Regional Conference

"Bridging Borders of Language and Learning"

November 4, 2006 • 8:30 a.m. to 4 p.m.

Location: **Las Positas Community College**
Livermore, California

Online conference information, registration and presentation submission can be found at www.catesol.org.

Click on the link to regional conferences, and select Northern Regional.

Early Bird Registration: **August 15 to September 30**

Pre-registration: **October 1 to October 27**

On-site registration available