



# TexTESOL III Newsletter

Texas Teachers of English to Speakers of Other Languages

April 2008

www.textesol.org/region3

## Letter from the President

I am honored to be stepping into the shoes of Katherine Fouché, past president of TexTESOL III, who capably took leadership as an emergency measure in July 2006. We were then a small board of six people who took charge of the 2006 TexTESOL State Conference for 500 plus people. It involved a great deal of work and numerous intensive meetings, through which Katherine led us and did much of the legwork and coordination. She provided gifted leadership during a chaotic time.

While I have been in education for 23 years, my passion is also in the non-profit world. A firm believer in volunteering and giving back, I have served as board member and volunteer for eight non-profits since 1994. I have been involved in revising the by-laws for two non-profit organizations and submitted the 501(c) 3 paperwork to the IRS for another non-profit.

When I was still serving as TexTESOL III Vice-President, I led the by-laws revision, a process that is still on-going as we expand our board and reposition ourselves as an organization with a mission of advocacy and education and a passion for what we do. In the newly approved by-laws, we have increased the board to fifteen. As the organization expands to include board members who live outside of Austin, the board has begun to use Skype, an online teleconferencing tool, for monthly board meetings.

One of my goals as TexTESOL III President is to increase our membership base in the Central Texas region. Our Affiliate Region III serves three

educational service center areas: Regions 12, 13, and 15. We are always looking for capable, energetic people from the larger TexTESOL area to join our board and board committees in our mission to inform educators, administrators, and the general community about issues concerning English language learners (ELL) at all levels and in all varieties of programs.

Another goal is to increase the amount of information TexTESOL III disseminates about advocacy on ELL issues, with the hope that you will

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choose to take action on critical issues. In the words of Mahatma Gandhi, "Be the change you want to see in the world."

The title for last year's TextESOL III Fall Conference was "Looking at Fences: Challenges in the ESL Field," which is fitting as TextESOL III becomes a more active advocate for our TESOL colleagues and English learners. I look forward to a year of challenge and change and to confronting fences and investigating options for breaking them down when they are not in the best interest of ESL students or those who educate and advocate for them.

Excelsior!

Harishini Ernest, Ph.D.  
TextESOL III President

*Come and share your ideas!*

*Join us at the next  
TextESOL III meeting*

April 12 (Saturday)  
12:00 – 1:00 PM

Light refreshments will be provided.

**Terrazas Branch Library**

1105 East César Chávez St., 78702; (512) 974-3625

<http://www.ci.austin.tx.us/library/map.htm>

Please check website for updates: [www.textesol.org/region3](http://www.textesol.org/region3)

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**TexTESOL III Fall Conference:**  
***“Looking at Fences: Challenges in the ESL Field”***  
**by Alex Baez**

The 2007 TexTESOL III Fall Conference was held at W. B. Travis High School in Austin on Saturday, November 10, 2007. Attendees included ESL instructors, coordinators, and program directors from all ESL groups: K-12, Intensive English, Adult Education, Colleges and Universities, and Vocational Colleges. Many of the workshop sessions supported the conference theme of “fences,” in presentation, discussion, and debate about the most effective ways to serve our immigrant and refugee ESL learners in Central Texas.

The morning program opened with registration and attendees enjoying scrumptious breakfast goodies, courtesy of Patricia Horton of *Century 21 Realty* and *Starbuck’s* at I-35 and Oltorf Street.

Morning concurrent sessions included a presentation on problems educators encounter in teaching refugee adults and children by Lu Zeidan of the Austin Area Interreligious Ministries and Sheryl Sherman of Immigrant Services at Austin ISD. Vangie Orozco, Immigrant College Coordinator of Austin ISD, delivered a concurrent session about available programs and procedures for increasing access to higher education for undocumented immigrant students. “Scaffolding Instruction for ESL Students K-12” was the subject for secondary education and bilingual education teachers in a presentation delivered by Dr. Rosemary Rubino, Director of Bilingual Education and TExES Coordinator, St. Edward’s University.

Before lunch, a TexTESOL III Business Meeting was held, with all attendees participating. The current TexTESOL III Board and new Board nominees were introduced and voted on by TexTESOL III members’ affirmation. A shiny,

updated Constitution was presented and approved, and volunteers were recruited for TexTESOL III committees and upcoming events. Ruth Wells was acknowledged as TexTESOLer of the Year for TexTESOL III, for her dedication to helping low income families through providing academic and literacy classes at Any Baby Can, Austin.

After lunch—a special treat: TexTESOL III hosted a teacher “Swap Shop,” where teachers presented their favorite classroom ideas and activities to the group. The “Swap Shop” wrapped up with a TexTESOL III raffle that included an array of valuable prizes for the lucky winners.

Afternoon concurrent sessions featured Linda Munoz, ESOL Specialist for the Central Region GREAT Center, presenting the State Initiatives of the Central Region GREAT professional development center for adult educators. Nora Rodriguez of Austin ISD presented classroom activities that enhance academic language learning utilized by the ESL and Bilingual Ed Model Framework at Wooten Elementary School where she teaches.

Linda Munoz led a second afternoon session as mentor for a group of adult education teachers who presented on the rewards and challenges of project-based learning and the impact of their own sustained professional development on their teaching adults. Instructors/presenters included: Robert Anchondo, Ginny Marek, Lee Williams, and Maria Callahan. Melinda Base, Niki Konecki, and Rosa Aponte-Gonzalez, all of San Marcos High School, presented on the Newcomers Academies of the San Marcos Consolidated ISD that utilize innovative approaches to help secondary ELLs.

A final raffle rounded out the afternoon activities. Eligible attendees received Continuing Professional Education (CPE) hours through their participation in the conference.

Exhibitors were present throughout the day. Attendees browsed the ESL textbooks and materials offerings of Pearson Longman, McGraw-Hill ESL, and Stellar Teaching Solutions.

Outstanding success of this conference warrants TextESOL III's heartfelt thanks: To Dr. Rene Garguanta of Travis High School for providing a hospitable space for the conference; to Denise Guckert, Central Region GREAT, for her diligent Web consultancy; to ESL Specialist Ellen Grady, Travis High School, for coordinating and hosting the Swap Shop; to Dr. Rosemary Rubino, St.

Edward's University, for recruiting conference volunteers; to Linda Munoz for recruiting presenters from the Central Region GREAT; to Nancy Meredith for lovely signs and certificates of attendance; and to Mike Smith, Director of ESL Services at UT Austin, for his ongoing help and support.

**STAY TUNED** for information – Call for Presenters, Registration, and how YOU can participate -- in the **TextESOL III Conference 2008!**

*Alex Baez is a professional development trainer, former ESOL adult/college teacher, and past president of TextESOL III. She is currently serving as Delegate-at-Large and a member of the Fiscal Committee on the TextESOL III Board. She is the Texas McGraw-Hill ESL representative.*

## Advocacy Bulletin

by Nancy Meredith

### TESOL Action Alerts

TESOL has action alerts out on the DREAM Act, No Child Left Behind, and expansion of adult ESL services. A brief description of each one follows. See <http://www.tesol.org> for detailed information on each.

#### 1. DREAM Act fails Senate vote

The Development, Relief, and Education for Alien Minors Act of 2007 (S. 2205), otherwise known as the DREAM Act, failed a key Senate vote on October 24, making it highly unlikely that the bill will see any further action in the Senate in the near future. The TESOL Web site provides a link you can click to see how your senator voted.

#### 2. No Child Left Behind action alert

The challenges of fair assessment of, and accountability for, the academic achievement of English language learners have become critical

issues under NCLB. See the TESOL position statement on NCLB described below, and let your legislators hear from you.

#### 3. Help expand adult ESL services

Rep. Ruben Hinojosa (D-TX), chairman of the House Education and Labor Committee's Subcommittee on Higher Education, Lifelong Learning and Competitiveness, is sponsoring legislation [the Adults Achieving the American Dream Act (H.R. 2214)] that would greatly enhance adult education and ESL services. This legislation would increase funding for the Adult and Family Literacy Act and Even Start Family Literacy Programs, dedicate a research and development center to adult education and literacy at the Institute for Education Sciences, and offer tax incentives to employers who offer adult education and ESL programs to their employees. Rep. Hinojosa is looking for co-sponsors in Congress, so now is the time to

contact your representative and ask him or her to co-sponsor this important legislation.

### Recent TESOL Position Statements

TESOL released three new position statements in October, which are highlighted below. You can download these statements in their entirety from [http://www.tesol.org/s\\_tesol/seccss.asp?CID=32&DID=37](http://www.tesol.org/s_tesol/seccss.asp?CID=32&DID=37)

#### 1. Statement of Principles and Preliminary Recommendations for the Reauthorization of the Elementary and Secondary Education Act (ESEA)

—TESOL recommends the following principles be used to guide the reauthorization process of ESEA:

- Developing sound assessment and accountability systems for English language learners
- Advancing expertise and expanding capacity, including recommendations for continuing education for all educators and flexibility for local programs to determine how best to serve their students
- Building community between parents and teachers
- Promoting multilingualism for all students

#### 2. Position Statement on the Role of Teachers' Associations in Education Policy and Planning

—TESOL strongly advocates that

authorities at all levels recognize the right of teachers' associations to exist and that teachers' associations be accorded legal status.

Particularly in regard to English language education, authorities should draw upon the expertise of English language educators and their associations, such as TESOL affiliates, in developing and implementing sound language education planning and policy.

#### 3. Position Statement on Terminal Degree for Teaching English as a Second, Foreign, or Additional Language

—In many academic fields, an earned doctorate such as a Ph.D. is considered the terminal degree—the generally accepted highest academic degree in that field of study. However, given the variety of undergraduate and graduate programs in TESOL and the diversity of educational systems worldwide, it is TESOL's position that a Master's degree in TESOL (or related area) can be considered the terminal degree for teaching positions in English as a second, foreign, or additional language.

*Please contact Nancy Meredith, TextESOL III Advocacy Chair, at [advocacy\[at\]textesol.org](mailto:advocacy[at]textesol.org) if you have sociopolitical issues relevant to our field of TESOL you would like to share with TextESOL III members and colleagues.*

**The Best Little Website in Texas – and More!**

**by Alex Baez**

**To contact "TCALL," go to [www-tcall.tamu.edu](http://www-tcall.tamu.edu), or call 1-800-441-READ (7323).**

The Texas Center for the Advancement of Literacy and Learning, fondly known as "TCALL," was created in 1988 by the Board of Regents of Texas A&M University to help reduce the incidence of adult illiteracy in Texas. And so "TCALL" was born—one of the best resources for educators of adults in the nation.

In the 20 years since its founding, TCALL has grown to become Texas' *indispensable* literacy and adult education resource center, responding to the needs of and offering leadership to those who provide literacy and adult education services in Texas. In addition to being a communication hub for Texas literacy and adult

education providers (through discussion lists or list serves, conference exhibits, and telephone and email inquiries), TCALL also provides vital information and support to program administrators and instructors of

- Adult Literacy
- Adult English as a Second Language (ESL)
- Adult GED and pre-GED
- Adults in Corrections Facilities
- Adult Family Literacy Programs
- English Language Civics (EL-Civics: U.S. Department of Education grants whose purpose is to teach English to those new to the U.S. experience), and
- Workforce English and Education.

Go to the TCALL website! Look at the menu on the left hand side of the screen. You will find an array of services and information essential to Texas literacy and adult education providers. There is a *Provider Directory*: Type in “Austin” and you will find virtually *all* of the literacy and adult education providers in the Austin area, with contact names, addresses, phone numbers, email addresses. There are lists of and information about *Research* and *Funded Projects*—grants such as the Texas Adult and Family Literacy Clearinghouse (which collects and compiles much of the information for TCALL), the Barbara Bush Fellowships, and the Texas Adult Education Standards Project—which in 2007 introduced the new adult education curriculum for Texas programs.

### **Texas LEARNS**

You will also see a link on the menu to “Texas LEARNS.” Since 2002, the adult and community education branch of the Texas Education Agency has been housed at the Harris County Department of Education (Houston) and is called “Texas LEARNS.” The joint mission of the Texas Education Agency and Texas LEARNS is to:

“... ensure that all adults who live in Texas have the skills necessary to function effectively in their personal and family lives, in the workplace, and in the community.”

Texas LEARNS provides policies, guidance, and leadership to Texas literacy and adult education programs, and works closely with TCALL to offer information and support to Texas teachers.

### **The GREAT Centers**

You will also see “GREAT Centers” on this menu. In 2003, Texas LEARNS established the GREAT Centers—(GREAT= Getting Results and Educating Addults in Texas)—to provide top quality and ongoing professional development for literacy and adult education administrators and instructors. Texas, being the second largest (sized) state of the United States, requires eight (8) GREAT Centers to accommodate the training needs of its program teachers.

The TCALL website provides contact information and calendars of professional development events for each GREAT region. Have a look! (The TextESOL III area would align with the Central Region GREAT Center housed at Texas State University—San Marcos and the West Region GREAT Center housed at the University of Texas at El Paso.)

## **The LIBRARY!!**

Perhaps my favorite part of TCALL is its library. In addition to a variety of *free* photocopied materials that TCALL provides its borrowers, the TCALL library has a free book/material loan system for eligible borrowers, who are “. . . all individuals affiliated with not-for-profit or family literacy education programs in Texas, including teachers, administrators, program staff and collaborators,” and those doing “academic or governmental research on adult or family literacy education.”

There is a 30-day loan term for each book borrowed, and the TCALL library sends a self-addressed, pre-paid shipping label with which you may return the materials in a timely fashion. Use the “online Library Cart” to place your loan order, or call the TCALL Hotline (1-800-441-READ) and place your order with their excellent, knowledgeable staff.

TCALL also provides “Hot Topics Packets”—compendia of the latest articles and research digests, and bibliographies of all Clearinghouse library titles on a particular subject, such as “Adults and Learning Disabilities,” or “Principles of Adult Learning,” to name a few.

## **Texas Adult and Family Literacy Quarterly**

Last and certainly not least, TCALL publishes a quarterly newsletter (formerly known as Literacy Links) about literacy and adult education in Texas. This may be obtained in paper format or online. Each issue spotlights a particular topic and many of the articles are written by Texas instructors—and sometimes their students!

Have a look at the TCALL website: [www-tcall.tamu.edu](http://www-tcall.tamu.edu). I think you will find it well worth your time!

Contributor:

*Alex Baez is a professional development trainer, former ESOL adult/college teacher, and past president of TexTESOL III. She is currently serving as Delegate-at-Large and a member of the Fiscal Committee on the TexTESOL III Board. She is the Texas McGraw-Hill ESL representative.*

## **Call for Newsletter Submissions**

Do you have some thoughts on the teaching of English to speakers of other languages? Do you have personal stories to share that are related to TESOL issues? Do you have helpful tips for other TESOLers? If you do, please consider submitting an article to TexTESOL III Newsletter. Submission deadlines:

<b>Submission</b>	12/15	3/15	6/15	9/15
<b>Publication</b>	1/15	4/15	7/15	10/15

Visit <http://www.textesol.org/region3/> for submission types and guidelines.

## **Ready, Set, Monday!** by Rosa Palacios

### **Teacher Guided Lesson on Elaboration**

**Objective:** Students will add words to simple nouns to elaborate sentences.

**Materials:** sentence strips, transparency projector or board

**Procedures:**

1. The teacher writes a word (e.g., house) on the board, or tapes it using sentence strips.
2. Students add a word to it (e.g., a house, big house) using either tool provided.
3. Ask for volunteers until the product is finished.
4. Form groups of four or five and allow them to form pyramids with sentence strips. Example:

House  
A house  
A big house  
A big, two-story house  
A big, two-story house is  
A big, two-story house is in my neighborhood.

5. After groups finish their products, display around the room or in word wall.
6. Encourage them to start writing their own elaborated sentences about themselves, their home, family or something familiar to them.

**Contributor:**

*Rosa Palacios is a recently retired ESL teacher from Austin ISD and a strong supporter of ELL issues. She is currently serving as Delegate-at-Large on the TextESOL III Board.*

## **Calendar of Events**

### **April, 2008**

**2-5.** TESOL 2008 Convention and Exhibit, New York, NY. Web site: <http://www.tesol.org/>

**11-13.** Symposium about Language and Society -Austin 2008 (SALSA), Austin, TX. Web site: <http://studentorgs.utexas.edu/salsa/index.htm>

**25-26.** TX Foreign Language Education Conference (TexFLEC), Austin, TX. Web site: <http://studentorgs.utexas.edu/flesa/texflec/index.html>

### **July, 2008**

**4-6.** Uruguay TESOL, Montevideo, Uruguay. Web site: <http://www.urutesol.org>

### **October, 2008**

**2-4.** ANUPI-TESOL, "Teaching, Learning, Leading," Jalisco, Mexico. Web site: <http://www.anupi.org.mx>

TextESOL III Regional Fall Conference, Austin, TX.  
*More details coming soon.*

### **November, 2008**

**4-6.** TextESOL State Conference, Dallas-Richardson, TX. Web site: <http://www.textesolv.org/> Proposal submission deadline: August 1.

## *EVO-One of TESOL's Best-Kept Secrets*

by Nancy Meredith

While TESOL began 2008 gearing up for the April 2–5 national convention in New York City, the CALL (Computer-Assisted Language Learning) interest group was buzzing with the Electronic Village Online (EVO). TESOL's many professional development opportunities are easily accessible on the Web site (TESOL.org), but EVO presents an unparalleled opportunity that many members may not know about. EVO is not new, but it may be one of TESOL's best-kept secrets.

The goal of the CALL interest section is to allow learning anywhere, anytime, with as little expense as possible. Thus, EVO moderators are all volunteers, and participants need only provide their own Internet access to take part in activities. There is no charge for the courses, no books to buy, and participants do not even have to be TESOL members. An EVO course is truly a global experience, consisting of six weeks of intense sharing by participants from all over the world.

This year's EVO offered 13 courses, ranging from titles as highly technical as *Becoming a Webhead* to as untechy as *Getting Started with Drama in Your Classroom*. TexTESOL III member Denise Guckert-von Ehren moderated *Integrating Technology into Adult ESL*, a course that encouraged participants to explore ways to use technology to enhance their teaching. The target audience for this group was teachers who are working with literacy-level adult ESL students, but the final 129 participants represented the full gamut of technical expertise, access to technology for classroom use, and student demographics. It was, to say the least, a phenomenal experience with global sharing of lesson ideas, resources, and experiences.

A month or so before the sessions begin in January, each volunteer moderator posts a syllabus with week-by-week activities and discussion points for the six-week course. Almost all of the 2008 sessions had more than 100 participants, many of whom posted responses to the moderator's questions and suggested activities. Messages and files are saved to a Yahoo group site, where they are available for more leisurely review after the session is over. The pace and intensity of each course could be overwhelming but for the knowledge that materials and messages will be available for later perusal.

The only downside of EVO is having to choose which course to sign up for. Some people sign up for more than one, knowing they can't participate fully, but wanting the advantage of having the resources for later use. However, to truly benefit from an EVO session, it is best to "be there," immersed in the spirit of inquiry and diversity of perspectives and experiences afforded by a global classroom. For more information about this rich and little-known TESOL resource and for a complete list of 2008 sessions (to see what you missed), visit <http://evo08sessionscfp.pbwiki.com/>.

# 2008 TexTESOL State Conference

## *Te★achers of English: St★ars of Tex★s*

Renaissance Dallas Richardson Hotel

November 6-8

### ☞ Keynote & Featured Speakers ☜

☞ **Sandra Briggs**—Past President of TESOL

☞ **Dr. Kathleen Kenfield**—nationally known consultant & speaker in the field of English Learner Education

☞ **Dr. Nancy Cloud**—nationally known speaker in the field of Special Education for ELL's

☞ **Gretchen Bernabei**—ESL and Bilingual teacher trainer & educational consultant for Hampton-Brown/National Geographic

☞ **Laura Ayala & Georgina Gonzalez**—TEA consultants for Curriculum & Assessment for ELL's in Texas

☞ **Keith Folse**—internationally known author & presenter in the areas of vocabulary research and writing instruction

☞ **Dr. Carol Chapelle**—internationally noted author & instructional technology researcher

☞ **Carolyn Graham**—author & presenter of Jazz Chants

☞ **Rose-Mary Rumbley**—international speaker, author & humorist

Check the TextTESOL V website ([www.textesolv.org](http://www.textesolv.org)) to access the Call for Participation, to submit your presentation proposal, to register for the 2008 TexTESOL State Conference, and for up-to-date information!