

ITBE Newsletter

"Have a Good Rest-of-Your-Life in Illinois": Solicitudes in TESOL Research and Teaching

Susan Meredith Burt
Illinois State University

Can it really already be four years since I moved from Wisconsin to Illinois? Not only was that move a good one personally--my husband and I could end the commuter-marriage phase of our lives and live together again--but it also was a good move professionally: I looked forward to joining a program that would give me more opportunities to teach Linguistics and to contribute to a program in TESOL. Nevertheless, I knew that I would miss friends and students in Wisconsin, and I knew that they

would miss me, too. And, on a researcher's whim, I started collecting--recording by hand--their verbal expressions of good wishes for my future, like the one in my title.

Most TESOL professionals know the work of Nessa Wolfson and her associates in the sociolinguistic researching of compliments and compliment responses (Manes and Wolfson 1981, Wolfson 1984, 1988); other researchers besides Wolfson had used the ethnographic method of documenting large numbers of speech events of certain types as a way of understanding how those speech-event types function in a given culture (Ervin-Tripp 1976). In addition, Charles Ferguson (1976) had called for research on 'politeness formulas' in various languages, including English. However, although solicitudes had been named (Button 1987) before I began researching them, they had not been well-documented or described. That was the task I set myself (along with packing and moving!).

Since I was the only researcher on this project, it took me several months to collect 300 solicitudes, the numerical goal I had set. What I found, as I examined these verbal tokens, was that this speech-act type is highly formulaic in American English--good news for ESL instructors--but that there is a social patterning to that formulaicness, in that speakers are more inclined to give highly formulaic

solicitudes to socially distant addressees (*Have a good day*), while reserving more personalized solicitudes for addressees whom they know or like better (*Good luck writing that article for the ITBE Newsletter*). This is the other side of that good-news coin for ESL instructors. While it may be tempting to use the highly formulaic solicitude as an easy-to-teach, easy-to-learn ready-made chunk of English, native-speaker addressees may well be put off by hearing this solicitude from our learners, unless those learners are working as bank tellers or grocery checkers when they say it. If I have spent an hour in conversation with someone, during which conversation we have exchanged views on important topics, or had a real heart-to-heart, to hear a solicitude like "have a nice day" as a closing may well disappoint me, as it will seem distancing and jarring. How can we convey these socio-pragmatic nuances of usage to English language learners?

The issue of solicitude form, to begin with, is not particularly difficult. Approximately 80 percent of the solicitudes collected were in the form of simple imperatives, like *Have a nice day* or *Take care*. The absence of *please*, however, was one indication that these were not real directives in intended force (House (1989) showed that *please* does not indicate politeness so much as explicit directive force).

(cont. on page 7)

The newsletter is a publication of Illinois Teachers of English to Speakers of Other Languages•Bilingual Education, a non-profit professional organization, founded in 1970, which disseminates information, provides a forum, and serves as an advocate for students, educators and administrators in the field. Illinois TESOL•BE is an affiliate of TESOL, an international organization.

Membership in Illinois TESOL•BE is open to all interested individuals. To join, please use the form in this issue of the *Newsletter*; for further information about membership, call **(312) 409-4770** or visit our web site at www.itbe.org.

Submission Information

Illinois TESOL•BE welcomes letters and contributions to the *Newsletter*. The *Newsletter* is published four times per year with the following copy deadlines:

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Articles and other items for consideration should be submitted as Microsoft Word attachments to email and sent to: news@itbe.org Alternatively, Microsoft Word documents on disk, with hard copy enclosed, can be submitted. (For those without access to computers, hard copy only is acceptable.) Mail to:

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Citations and references should conform to APA guidelines. The editors reserve the right to modify any material selected for publication to fit the available space, or to improve on clarity and style. Authors will be consulted prior to publication if changes are deemed by the editors to be substantial.

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Message From The President

Madonna Carr

It's a beautiful Fall, and we are all back in the full swing of classes, lesson planning, mentoring, getting up early and staying up late, getting to know our students, dealing with bureaucracy, and trying to think of new and interesting things to keep our classes effective, lively, and fun.

In the rush to do it all, we sometimes forget that our best source for emotional and professional support is our colleagues. Sharing with colleagues can start the essential conversation of what works and what does not.

The main reason that ITBE exists is to facilitate this process of sharing. We offer a Fall workshop which gives us a forum to see what other professionals have found useful and successful in their classes and to meet with our Special Interest group (Elementary Ed, Secondary Ed, Adult Ed, and Higher Ed) to discuss issues affecting the profession. The ITBE workshops are a way to get connected with others in the field in an intimate and relaxed format.

ITBE also sponsors the annual convention to get colleagues from all areas of second language and bilingual teaching together. ITBE's annual convention is one of the most well-attended and successful conventions in the U.S. The annual convention brings experts from across the country and the local area to share ideas, discuss research, and keep us informed of political and policy decisions that may affect the field.

In the past, we have also offered a Spring workshop to get the ITBE community together one last time before the Summer.

Attendance at our past two workshops has been a bit discouraging, so once again I want to remind everyone that this vital organization is here to serve and represent your interests. When you renew your membership this year, you will be asked to fill out a survey about the types of activities that you think will be the most productive and interesting to you in your professional lives. Please read and fill out the survey. We need to hear from all of you. We will try to respond to your needs.

One final tip for maintaining a connection with your colleagues, ITBE has a new and improved website. When you become a member of ITBE, you have access to our member log-in area where you can participate in online forums and polls, view the organization's event calendar, view links and resources helpful to members, and sign up to volunteer on committees and receive email notices of job opportunities. It's the easiest way to connect with colleagues and keep up to date on ITBE activities and our profession.

Have a great school year!

Madonna Carr (carr@uic.edu)
ITBE President

Message From The Editor

Irene Brosnahan

Dear ITBE members:

Greetings of the new school year! I know you are all deep into whatever professional activities of the year you have. But I am hoping that you not only have time to read your Newsletter but are also eager to share your ideas and experience with your fellow ITBE members. As you can see, we usually try to publish two articles per issue. To do that, we need you, the members, to contribute articles. Your contributions will be much appreciated, and you will feel good about sharing your ideas and seeing your name in print. To find out how to submit an article, please refer to p. 2 in this issue.

On another matter, I have been asked to publicize e-mail addresses of the Executive Board. But because of the limitation of space, it is not possible to list all the addresses in this issue. If you want to contact any Board member, please check our web site - www.itbe.org. I have also included the e-mail addresses of the contributing Board members in their columns in this issue.

Irene Brosnahan (itbrosna@ilstu.edu)



Your Board At Work

*Yasmin A. Ranney (y-ranney@neiu.edu)
Northeastern Illinois University*

NOTES FROM THE AUGUST 28, 2004 BOARD MEETING

- ♦ Paul Angelis, 2nd Vice President and Convention Chair for ITBE's upcoming annual Convention scheduled for Friday-Saturday, February 18-19, 2005 at Navy Pier, reported that speakers Jodi Crandall and Carol Chapelle have been confirmed for the plenary sessions. Both speakers will also conduct follow-up workshop sessions after their plenaries. Director of Exhibits and Advertising, Marsha Santelli, reported that several publishers have already reserved tables for the Convention and have agreed to donate raffle items and sponsor \$150 in hospitality contributions. Raffle items and gifts have also been committed.
- ♦ Laurie Martin announced that she will co-chair the executive secretary position with Yasmin Ranney

- ♦ Maja Teref will chair the ad hoc Technology Committee.
- ♦ Jocelyn Graf, Treasurer, recently chaired the COCAL Conference at Roosevelt University, which brought in major attendance from overseas.
- ♦ Barb Linek, Adult Education SIG Chair, held a breakfast for members at the Omega Restaurant in Lombard. The next event will be a book discussion on Devil's Highway, authored by Louis Hodaya, Professor of Creative Writing at UIC.
- ♦ Ana King co-chaired and reported on TESOLers Building a Culture of Peace Conference on November 6, 2004, at Truman College.
- ♦ ICIRR (Illinois Coalition for Immigrant and Refugee Rights) Rally on September 25 in Federal Plaza was announced. Web address: www.icirr.org
- ♦ Betsy Kubota's call for scholarship applications will be in the Fall Newsletter. This announcement will also be on ITBE's website. The deadline for applications is November 30, 2004.

TESOL Update

TESOL has a new look on the web. Go visit the site at www.tesol.org. In doing so, be sure to check the "news" section. There you will find the letter sent by TESOL in response to the US Department of Education's request for comments on the assessment and accountability of ELLs under Title I of the No Child Left Behind Act of 2001.

Are you interested in applying for TESOL Awards and Grants? Be sure to get informed as soon as possible. The application deadline is November 1, 2004. Learn more about the TESOL Awards and Grants Program.
http://www.tesol.org/s_tesol/seccss.asp?CID=125&DID=1595

Do you have a TESOL story to share? Do so!!! If you are a TESOL member, submit your story plus a recent JPEG or GIF of yourself. E-mail materials to tesolconnections@tesol.org. And, for more information, log into http://www.tesol.org/s_tesol/seccss.asp?CID=568&DID=2349

Fabiola Ehlers-Zavala (fabponce@ilstu.edu)
Past President

Practicing English Through Semester Resolutions

Lin Cui, William Rainey Harper College

- * "I don't have anyone to practice English with."
- * "I have no time to practice English at home."
- * "I don't know where to find ESL materials."
- * "I want to improve my English, but I don't know where to start."
- * "I tried different ways, but nothing worked."

I often get those responses when I ask my ESL students, "How do you practice English outside of class?" In Spring 2004, in order to help the students in my low-intermediate Core ESL class (a course that integrated listening, speaking, grammar, reading, and writing) overcome the above barriers, I implemented a semester-long project called "Semester Resolutions" where the students set their own goals and kept at them throughout the semester, accompanied by on-going feedback and encouragement from their peers and me. As the program in which I taught was a tuition-based academic program, the students felt motivated enough to improve their language skills so they could "graduate" onto regular college courses in the shortest time possible.

How to Set the Resolutions

During the second week of the sixteen-week semester, all the eighteen students in the class worked together to brainstorm achievable goals. Considering the fact that most of the students had family and job commitments, I tried to be really understanding and supportive no matter how modest their goals might seem. Tulay had four young children, so her resolutions only involved finishing homework on time and reading children's books for 5 minutes every day. However, when Jinhee became overly ambitious and proposed speaking English with her family members every day, I gently downplayed her enthusiasm by reminding her to set something more attainable, for example, speaking English with family members for 20 minutes on Monday and Wednesday evenings. Jinhee's usually serious face instantly brightened up, "I can do that!" I believed that the students would more likely gain confidence and stay on track when the goals were more realistic.

Based on the brainstorming activity, each student was given an index card to identify his/her two goals for the semester. After the index cards were collected, I had a one-on-one conference with every student to make sure that the goals were reachable, though challenging, for each individual. To facilitate peer sharing and encouragement, I tabulated the resolutions of all the students so everyone got a copy. Some of the goals were:

- * speaking English with my American friends for 30 minutes twice a week;
- * speaking English with my daughter for 20 minutes every evening;
- * watching English news on TV for 30 minutes every day;
- * writing my mistakes down in a notebook and practicing correct answers;
- * writing journals twice a week;
- * reading for 20 minutes every day;
- * learning 10 new English words each week;
- * checking out English books from the library once a week;
- * practicing English on ESL websites for 2 hours each week.

Meanwhile, to help my students remove their potential "blocks," I recommended lists of suggested readings, writing/conversation topics, and ESL Internet sites. The contents of the reading/writing/conversation lists reflected the themes from the textbook, for example, holidays, pets, and US geography. The Internet sites included Dave's ESL café, Activities for ESL Students, ESL Center, and so on.

From the very beginning, I tried to make sure that this project would not become a bore or a burden to the students, but a self-motivating, self-empowering endeavor. To this end, I chose not to tie this project to any part of their grades. Consequently, in the absence of pressure or "threat," the class demonstrated a high level of self-discipline in reaching the goals.

How to Implement and Evaluate the Resolutions

Once the project started, constant support was the key. Every week, I held an informal conference with three students. From their comments, I got to know how they were progressing and offered my suggestions to help them do better. The class also kept a

weekly written self-reflection chart, which I collected every two weeks. I almost always provided positive feedback, complimenting them on effort, even on honesty when a goal had not been well accomplished for various reasons. The students also had the opportunity to share experiences with their "buddies" (a peer-assistance system we established on the first day of the semester). Their eagerness was contagious. Gradually our classroom learning experience became more enriched with success stories from the project. Once a discussion prompted Shilpa to bring in an artifact from her native India and delight the class with its tales and history. On another occasion, Jose, one of the more verbal students, volunteered to come before our 9:00 a.m. class to help his classmates practice oral English.

During the course of the semester, some students needed to modify their original goals due to changes in their lives. Showing understanding was important when that happened. Sometimes it just took a little creativity for the students to pursue their goals. Once Maria came to me, looking concerned. She told me that she would not be able to watch TV news because of her new work schedule. I reassured her not to worry and suggested that she tape the news and watch it at a more convenient time. Problem solved!

At the end of the semester, the students celebrated their efforts and accomplishments with food while determining new resolutions for their continuing journey of self-improvement.

What We Learned from the Project

It was an educating experience for me to experiment with this project. I learned to be more patient, supportive, and flexible. Most importantly, I developed a new appreciation for my students, for their heart-felt trusting smiles, and for their bravery in tackling a new language in addition to other life challenges. It was their enthusiasm and perseverance that encouraged me to move on with the project and that also confirmed my passion for teaching.

As for the students, besides nurturing a sense of mutual support in the classroom, the project helped enhance their communication competence in engag-

ing themselves in authentic and meaningful language situations outside of class. It not only encouraged family and community involvement but also fostered lifelong learning. As some students commented,

- * "I become more interested in talking with my classmates."
- * "I speak a little more English now when I go shopping."
- * "I'm more comfortable with English now."
- * "'My daughter and I checked the Mississippi Internet site together and I helped her with her homework."
- * "I had fun speaking with my [library] volunteer about our pets."

Lin Cui is currently a full time ESL instructor at Harper College. She has also taught in China and Canada. Her interests include ESL methodology and cross cultural understanding

Save the Date for a Free Workshop!

National-Louis University cordially invites you to a free panel discussion on ESL and bilingual education: "Teaching ESL in a Multicultural Context." The panel will be led by noted expert in ESL teacher education Dr. Katica Obilinovic of the Universidad Católica Cardenal Raul Silva Henríquez of Chile. Dr. Obilinovic and the panel will discuss ways to:

- ◆ Develop culturally relevant instruction in multicultural contexts
- ◆ Make content matter comprehensible to ELLs
- ◆ Help teachers meet the needs of populations underserved by the educational system.

This event will take place on Saturday morning, January 29, 2005, at National-Louis's Chicago Campus, 122 S. Michigan Avenue (opposite the Art Institute). The event is free, and all members and friends of Illinois TESOL are cordially invited. Convenient, safe, and reasonable parking is located 1 block from the campus.

Mark your calendar today!!!

The fact that many of the imperatives designated actions or states not controllable by the addressee was another indication that these were not full-fledged directives, despite their imperative form (*Well, be happy in your work*). Beside these imperatives-only-in-appearance, approximately 13 percent of the corpus consisted of the other major category, solicitudes with *luck*, such as *Good luck with that*, or *Best of luck*. The remaining solicitudes tended to be of miscellaneous forms, such as *I hope you have good weather*, *May you feel better in the morning*, or *Bon voyage*. The remarkably small number of categories here--imperatives, luck solicitudes, and miscellaneous--indicates how very formulaic American English solicitudes are.

Within that large imperative category, the largest group of solicitudes is those with *Have*, such as *Have fun* or the ubiquitous *Have a good day*. Here the formulaic nature of this speech-act type again shows up, when we see the relatively small number of adjectives and nouns that make up the object noun phrases of *have*. Fifty-four percent of the adjectives were *good*; another 35 percent were *nice*, and 8 percent were *great*, all positive but semantically vague. *Safe*, *productive* and the deliberately mispronounced *vunderful* occurred once each. The noun phrases showed a bit more formal variety, but most designated chunks of time or experience, such as *day*, *afternoon*, *evening*, *night*, *summer*, *weekend*, *rest of the week*, *walk*, *career* or *class*. Another common object of *have* was the non-chunkable, non-countable noun *fun*, also designating a type of experience. What was interesting to me was the assumption behind most solicitudes (the one in my title being an exception) that the good (or nice or great) experience that the speaker wished for the addressee was temporally limited until the time when the speaker expected to see the addressee again. Occasionally, this was made explicit in solicitudes like *If I don't see you before you leave, have a good trip*.

It would be tempting, then, to teach solicitudes to English-language learners using this formula explicitly: *Have + a + {good, nice or great} + NP* denoting time or experience. However, the sociolinguistic patterning of solicitudes like these argues against this tempting course of action. In my analysis, I sorted the solicitudes addressed to me into groups of speak-

ers of various social distance from myself: Group 1 speakers were socially close, my family and closest friends; Group 2 speakers were students and colleagues; Group 3 speakers included clerks at stores, tellers at banks, and other people with whom I conducted transactions rather than extended interaction. Of all the solicitudes addressed to me, only 19 percent came from Group 1 speakers; 31 percent came from Group 2 speakers, and 50 percent came from Group 3 speakers. Perhaps because transactions are frequent but fleeting, I received the largest number of solicitudes from those who knew me the least. It should come as no surprise, then, to find that of the solicitudes spoken by each of these three groups, Group 3 had the largest percentage of the highly formulaic *Have + a + ADJ + NP* solicitudes, 79 percent, while only 52 percent of the Group 2 solicitudes and a skimpy 24 percent of the Group 1 solicitudes took this most formulaic form. In other words, the better someone knew me, the more likely they were to craft a more original solicitude, such as the quirky *Happy yeast*, which one friend said to me when I told him I was in the midst of a bread-baking project. Conversely, a more formulaic *Have a good day* was more likely to come from someone who did not know me well, if at all. 1

If the patterning of solicitudes addressed to others is like the pattern I found in those addressed to me, speakers of American English may well associate solicitudes in the *Have + a + ADJ + NP* formula with those frequent but fleeting transactions, rather than with more personal and involved interactions, and if that is the case, we want our learners to use caution in speaking solicitudes in that most formulaic form.

How can we know, however, that this sociolinguistic distribution isn't just a result of my bookish, somewhat introverted personality and lifestyle? This fall, at Illinois State, I hope to test these results in my Sociolinguistics course, by enlisting the students (including TESOL students) to collect solicitudes from their own transactions and interactions. With a variety of addressees taking note of what is said to them, we will be able to build a corpus of solicitudes with more variety than my corpus had. In addition, we may be able to address questions that I could not address in my solo project, such as how the gender of

the addressee affects the solicitudes speakers choose. A class project in ethnographic speech collecting is also a project that teachers can undertake with English language learners. Indeed, some researchers in Second Language Acquisition have recommended that learners undertake ethnographic projects in the community where their second language is spoken (Barron 2003). It is easy to see why: listening closely to what others say and how they say it focuses our attention on form, whether we are native speakers or learners. In addition, paying attention to the relationships that we construct with our interlocutors can raise our awareness of the verbal means we use in that process. Ethnographic observation can help both native speakers and learners to think beyond formulas in understanding speech acts.

Have a good time with solicitudes! (2)

Notes:

1. Examples of solicitudes from Group 1 include: *If I don't talk to you before Monday, have a vunderful trip; You go, girl!; and You be careful and drive home safely. And we need to keep in touch.*

Examples of solicitudes from Group 2 include: *Take it easy; Go to Dempsey and have a wonderful morning; and And now you have a nice long weekend--have a good one.*

Examples of solicitudes from Group 3 include: *Have a nice afternoon; You have a nice day; Have a good one.*

2. Looking for a good time with solicitudes? You can try my recent article (Burt 2003), or you can set up your own research project. If you do the latter, I hope you'll communicate your results to me at smburt@ilstu.edu or Susan Burt, English Department, Campus Box 4240, Illinois State University, Normal, IL 61790-4240.

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From The SIGS

Elementary and Secondary SIG News

Elementary and Secondary SIG held a joint meeting on Saturday, Oct. 18, during the Fall Workshop at the College of DuPage. A draft of the Elementary SIG By-Laws was presented. Elementary SIG members are asked to go to the ITBE website--www.itbe.org--to view these by-laws. In addition, Elementary SIG members are asked to send suggestions and comments regarding these by-laws to Maritza Perez at Marpeducat@aol.com.

Just a few reminders of upcoming events. Both Elementary and Secondary SIG will hold two more meetings this year: one on Feb. 27, during the ITBE Annual Convention at Navy Pier and the other during the Spring Workshop on April 17. Elections for both Elementary and Secondary SIG Chairs will be held at the Feb. 27 meetings. Finally we discussed holding a textbook swap during the next Elementary and

Secondary SIG meeting on Feb. 27. Bring any text books, materials, etc. you would recommend to others.

Let us know what you are doing. Send Elementary SIG information and news to Maritza Perez at Marpeducat@aol.com and Secondary SIG information and news to Pam Forbes (psforbes@aol.com)

Adult ED SIG News

Adult Ed SIG Networks Over Breakfast

Several members of the Adult Education SIG gathered for a networking breakfast at Omega Restaurant in Lombard on July 23. Barb Linek, SIG Chair, distributed job postings from the ITBE website. The lively discussion centered on how to find full-time positions teaching ESL and how to start a consulting business. All agreed that the sharing of career development ideas and resources was helpful.

Let us know what you are doing. Send Adult SIG information and news to Barb Link at eslma@voyager.net

Member Log-In Area on the ITBE Website (www.ITBE.org)

Maja Teref, (mteref@ccc.edu)

ITBE Technology Chair

ITBE is proud to have a Member's Only Log-In Area, which allows members to register for ITBE-related events and make online payments, renew their membership online as well as register, and make changes to their personal information such as home address, e-mail, work information etc. There are also interactive forums, polls, and Project/Committee listservs to participate in and enjoy. In other words, we members have the control and responsibility to decide what information we wish to make available to ITBE, so that, in turn, ITBE can keep us abreast of a wide variety of opportunities and events it has to offer.

If you have not received your username and password to enter into your personal ITBE account, please visit the ITBE Member Log-In Area website, www.itbe.org/memberlogin.htm and request your username and password or contact Illinois TESOLoBE at webmaster@itbe.org.

Last but not least, there are two group e-mail addresses registered in the ITBE database; namely, if you wish to send an e-mail message to the 2004-05 Board members, you can do so by sending the message to board@itbe.org. Additionally, should you wish to contact all the current ITBE members who have registered an email address, you may do so by sending the message to members@itbe.org.

Important Changes to Member Services

The following is a list of a few important recent changes in member benefits and procedures:

- ❖ The membership year is now a revolving year rather than a calendar year. Members will still be notified by mail and e-mail when their membership is about to expire.
- ❖ Members now can join or renew memberships online at www.itbe.org.
- ❖ The ITBE website has a Members Only area.
- ❖ Members who have e-mail addresses can be given a password to this area and then can access a variety of information and services. If you have not received or do not know your username and password to enter into your personal ITBE account, please visit the ITBE Member Log-In Area website, www.itbe.org/memberlogin.htm and request your username and password. You may also contact us at webmaster@itbe.org.

❖ Membership fees have increased. A one-year membership is \$35, a two-year membership is \$60, a student membership is \$20, and a joint membership is \$60.

❖ Starting with the Winter 2005 newsletter, members will have the option to download the ITBE newsletter electronically instead of receiving it by mail.

Members can choose this option by logging on to the Members Only section of the ITBE website, going to their personal record, and clicking on "Send E-Newsletter." If you select this option, you will receive an e-mail and instructions for accessing and downloading each edition of the newsletter. The newsletter will be mailed to anyone who has not selected the E-Newsletter option.

❖ ITBE has been offering Fall and Spring Workshops at no cost to members. However, our organization's expenses continue to rise, and we therefore began charging members a \$10 registration fee at the Fall Workshop. If you have any concerns about this, please send us an e-mail at membership@itbe.org

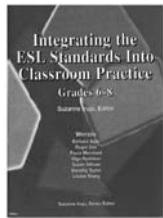
Submitted by

Laurie Martin (lmartin@thecenterweb.org)
Executive Secretary/Co-Treasurer

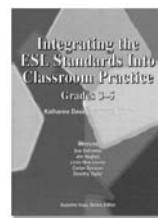
The tools
you need
to bring
the ESL
standards
into your
classroom



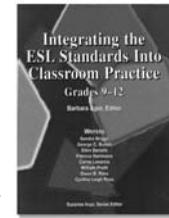
Integrating the ESL Standards Into Classroom Practice: Grades Pre-K-2
Betty Ansin Smallwood, Editor



Integrating the ESL Standards Into Classroom Practice: Grades 3-5
Katharine Davies Samway, Editor



Integrating the ESL Standards Into Classroom Practice: Grades 6-8
Suzanne Irujo, Editor



Integrating the ESL Standards Into Classroom Practice: Grades 9-12
Barbara Agor, Editor

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Teachers of English to Speakers
of Other Languages, Inc.



Member Snapshot

Name: Ana King

Place of Birth and Current Residence: I was born in Chicago and then moved to Evanston, where I lived from the age 9 until just up to six months ago. Now I'm living in Chicago once again.

Currently Working As: a full-time faculty member in the Communications Department at Truman College, where I teach high-intermediate and advanced ESL reading and writing. I am a newcomer to Truman, having taught ESL at National-Louis University for over 20 years, but I feel a great sense of continuity. I had known many of my current colleagues through ITBE. My "extended family" is growing by leaps and bounds!

Years in Education: 24! (I got an early start at age 12, heh-heh).

Years as an ITBE Member: Since 1980, thanks to Julie Howard, a colleague of mine from National-Louis University, who showed me the value of networking. I've held positions on the Executive Board since 1991. I most vividly remember the years I chaired the state convention: 1997 and 2003.

A memorable experience for me: There are so many, but one that especially stands out goes back to the early years in my teaching career. There was a young Polish student who established himself early on as a "go getter." When he first arrived in my level 1 class, he uttered, "I want to be engineer." That's about all he could say, but his determination was palpable. At that time, he was light years away from this goal. "This is a table; these are tables" was the extent of his conversation skills, but he treated every assignment, every English-language opportunity as a step toward his goal.



Since he was about the same age as my brother, I came to think of him as a 'surrogate sibling'. I got to know his entire family, and they got to know mine. This young man was even BETTER than a blood relative because he actually listened to me and took all my advice. Once he had progressed through the ESL program and taken some general-education courses at National-Louis University, he was eager to transfer to the engineering program at UIC. However, the obstacles were piling up: he hadn't taken enough courses to earn sophomore transfer status, the program was full, etc., etc. He was so eager to study engineering and didn't want to wait another year. He was too proud to ask me for help, but, to make a long story short, I convinced the department chair to take a chance with this promising young guy with a strong accent but even stronger dedication to achieving his goals. And in less than two year's time in the program, this former ESL student had won a full scholarship from NASA to pursue a doctorate in engineering! This is why I love the work I do; to be a catalyst for positive change in other people's lives is payment beyond dollar signs.

A regrettable professional experience: A better way to respond to this might be to discuss the frustrations of this field. Though there aren't many, the one occupying the #1 spot (think Letterman's Top Ten List) for me is the fact that despite 40+ years of the "formal" existence of our profession, people will still come up to us

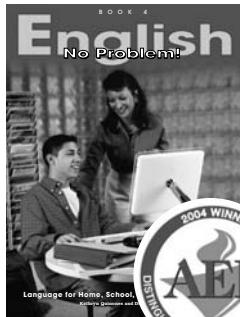
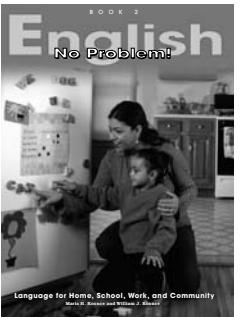
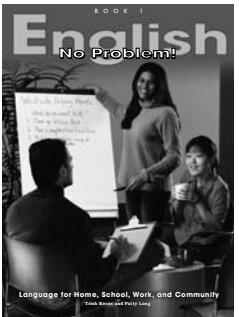
and say, "So, you teach English to foreigners? How interesting. I'd like to try that. Where can I get a job?" It makes me want to respond, "So, you're a surgeon. I've always liked to sew, too. Where can I get a job?"

Professional Passions: So many post-secondary students see ESL courses as "obstacles" to their ultimate educational goals. "Can't I just start with English 101?" they wail. I see their eyes cloud over as I tell them that they'll have to take a few semesters of ESL before that. My passion is to create and experiment with ways to better integrate the curriculum and skills taught in ESL courses with the other courses that these students will ultimately take. At Truman College, work is underway to increase collaboration across disciplines, and I am excited to be a part of it. I am especially excited about a current project in one of my classes, where a professor from the biology department is serving as a "resource instructor" for the semester. The culmination of the project is having students engage in a simulation activity where they will act as members of a public health organization and make an informative, multi-media presentation to the general public about salient topics related to health and wellness.

Future Plans: After being on "one side of the desk" for so long, I've recently returned to school! I am currently enrolled in a certificate program in Community College Learning and Teaching at Loyola University, Chicago, and I am interested in continuing on to earn a doctorate in education. I am fascinated by the process of learning--Is it art? Science? Magic? This is an area that will always be in my future; I will never get tired of it!

Beyond Work: A secret dream I've had is to study Flamenco dance. Both my maternal grandmother and mother were Flamenco dancers, but when I was growing up, I rejected it for martial arts and swimming. Throughout adulthood, I've enjoyed Salsa dancing and will never give that up, but since visiting my grandma's native Spain a few years ago and regularly attending Flamenco dance performances here in Chicago ever since, I've thought about taking classes just for the fun of it and to re-connect with that part of my heritage. Watch out! I'll be the 90-year-old on stage with the loudest castanets!

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Our Evolving Challenges

- What's that about the new certification requirements?
- We're getting new computers in my school but is there something I need to know to use them properly?
- Someone told me that there has been a change in legislation which affects the assessment procedures we use.
- My friend has been taking a course on bilingualism and has been telling me about some new discoveries about how adults make choices on the languages they use.

Whether in the form of questions, statements or just general observations, these are just some of the topics we hear today that make us aware that there is much to learn about in our chosen fields dealing with second language learners. While this has always been the case, the combination of research, legislation, and professional development has led to even greater concerns for how we can keep up with what is happening. With this in mind, the ITBE annual convention in 2005 will focus on the theme--Our Evolving Challenges. A highlight of the program will be two plenary presentations by internationally known professionals. On the first day of the convention, Friday, February 18, 2005, Jodi Crandall, former TESOL President, will direct her remarks to issues dealing with teacher preparation, certification, and trends in

both legislation and professional support mechanisms. On Saturday, February 19, Carol Chapelle, TESOL Quarterly editor, will address her remarks to developments in technology, with a particular focus on assessment. Both speakers will lead breakout sessions after their plenaries.

The 2005 convention will once again be held at Navy Pier in Chicago, where we have enjoyed excellent facilities in a beautiful lakeside setting. All ITBE members should have received printed information about the convention, giving all details of the program with procedures for registration and participation in the program. In addition to the plenary speakers, there will be many individual sessions combining papers, demonstrations, panels, and posters, as well as a publishers' exhibit. For those who register for both days of the convention, a full luncheon will be provided on Friday in the spacious Navy Pier Ballroom.

Don't miss this opportunity for learning, sharing, and networking. Full details on the convention as well as procedures for registration and proposal submission can be found on the association website: www.itbe.org.

We look forward to seeing you at the convention.

Paul Angelis (pangelis@siu.edu)
2005 Convention Chair

MARK YOUR CALENDARS! 31st Annual Convention

Navy Pier - Chicago
February 18 and 19, 2005

Plenary speakers:
Jodi Crandall and Carol Chapelle

Panels - Papers - Demonstrations - Exhibits
and much more

Watch for details soon!!!

The TICKER

....The Latest Texts.....Videos.....Web Sites..

Terrie Byrne

Columbia College

Katerina Vallianatos

Tutorium in Intensive English,
Chicago

WEBSITES

A good site to bookmark is one of the best individually run sites that I've seen: <http://www.eleaston.com> Eva L. Easton, an ESL teacher for over 20 years, has created what seems a labor of love. Among other languages, her English section has lots of useful information and activities for both teachers and students. The scope of what she offers is very wide, so it's best to see for yourself. You could spend hours clicking on her links.

Useful for teachers in the market for an overseas job is <http://www.tefl.com>.

Organized according to country or date posted, this site rivals the job opportunities of Dave's ESL Café. If you're looking for a job overseas, be sure to browse TEFL.com. If you're in charge of employment and in need of a teacher, ditto. Teachers often post their resumes.

If you'd like to teach holidays or simply get students writing to each other, a few good sites for free e-cards are the following: <http://www.e-cards.com> <http://www.hallmark.com> and <http://www.bluemountain.com> You can use these sites in your lesson plan.

Have you ever wondered what the top 1000 most frequently used American English words are? On the about.com site's ESL section there is a useful list http://esl.about.com/library/vocabulary/bl1000_list1.htm If you need to access the page from the homepage, go

to <http://esl.about.com> and click on the left column's Top 1000 Words link. You'll also find the words ranked, but also grouped by part of speech with accompanying sentences demonstrating context.

Are you or will you be involved in a language laboratory or other language learning technology? You can join the LLTI (Language Learning Technology International) listserv hosted by Dartmouth University. Just go to this link <http://schiller.dartmouth.edu/liti> and follow the instructions. Read FAQs before joining any listserv to make sure it is appropriate for your needs, and be sure to follow listserv netiquette. Your questions may have already been previously answered, so be sure to check the archives before posting.

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NEWS BITES

Elizabeth Minicz
Harper College

Esperanto: Lingvo Internacia-Redux

In 1887, a Polish physician named Ludovic Lazarus Zamenhof invented a language that he hoped would become international-- Esperanto. Unfortunately, his hopes were dashed, but not completely obliterated, it turns out. Twelve stalwarts recently attended a monthly meeting of the Esperanto Society of Chicago at the Sulzer Library in Ravenswood. Esperanto appears to have everything going for it as a language, including fluency in about a year's time, so why didn't it catch on? According to Nathan Bierma in an article that appeared in the June 10, 2004 edition of the Chicago Tribune, "As a would-be world language, Esperanto's advantage is also its disadvantage. Because it has no nation of native speakers, Esperanto is culturally neutral and non-threatening. But its nomad status also means there has never been much political push for anyone to adopt it." The Universal Esperanto Association (UEA), based in the Netherlands, has members based in more than 100 countries (like TESOL, huh?) and claims that there are possibly millions of speakers. (Frankly, I have never met anyone who admits to speaking Esperanto, have you?)

Kent Jones, a recently deceased member of the Esperanto Society of Chicago, is quoted in the article as having said, "Esperanto should precede the formal study of English,* (sic) because Esperanto can prepare the mind for it." Idealistic? Impractical? Imagine telling a group of students that before they can begin learning English, first they have to become fluent in Esperanto. Then again, maybe that's not such a bad idea after all.

*I put the sic in parentheses. The Tribune author added the comma where none should have been. Perhaps he needs to study Esperanto for a year before he writes another story.

Culture Offended, Communication Dies

The Anchorage Daily News featured a story on March 29, 2004, by Sandi Gerjevic with the headline: "Native Language Classes Teach Manners in Addition to Words." This story may help answer the question of why Esperanto has not lived up to its promise. Paul Marks teaches Tlinglit at the Alaska Native Heritage Center in Anchorage, Alaska. Unangax and Yup'ik are also taught there. People enroll in the center's language classes for a variety of reasons, but one reason that stands out is the desire to understand Bush culture. No, not George W.-indigenous culture. According to Marks, "In Tlingit, it's considered inappropriate to ask a lot of questions. . . Traditionally,

you would avoid asking anyone for anything in a direct manner." He explains that if a woman wanted her husband to clean out the garage, she would never ask him to do so--not even indirectly. That would be so "Untlingit! He continues, "She would wait until the husband was in earshot and then mention to someone else how badly the garage needs to be cleaned." That's it. Language without culture is devoid of context.

Not Your Everyday Textbooks

Laura Demarco writes about Berlitz's latest language guides in The Plain Dealer (Cleveland, Ohio) on May 22, 2004. The audience for "Hide This Book," written in French and Spanish, is readers in their late teens and twenties. Demarco writes, "The guides contain language from the real world: slang, how to hook up, shopping and fashion verbiage, tattoo and piercing terms, club and party conversation, extreme sports and video game vocabulary--even nasty things to call your ex." Are you curriculum writers paying attention? I think I cover shopping adequately in my language classes, but I have to admit I never considered teaching tattoo and piercing vocabulary. Still, those are topics that would probably interest some of my students. I also find the chapter titles in the "Hide This Book" series terribly appealing: "classy first moves and brutal rejection lines," "the bare facts on body parts and bodily functions," and "lookin hot or not."

Instead of a workbook, buyers of the guides are referred to www.berlitzbooks.com to hide

pronunciations of words and phrases used in the books.

Real English

I still recall my confusion when a student asked me, "What mean toe jam?" Since there was no context to the question, it took a little sleuthing to find out that the student was questioning a line from a Beatles song. Who among us has not been caught off guard by students' questions about words or expressions they have heard people use? An article by Teresa Mendez, staff writer at the Christian Science Monitor on June 15, 2004, focuses on books and courses for English Language Learners on slang and colloquialisms. A.C. Kemp teaches a 10-week course on American Slang at the Cambridge Center for Adult Education in Massachusetts. Topics include words with double meanings, profanity, and idioms and slang from TV and movies. The article doesn't comment on the duration of the weekly class, so I can only hope it's not three hours! I tend to agree with Ari Sherris, a research associate at The Center for Applied Linguistics, who is not in favor of formalizing the study of idioms. He says, "There's probably a place for incidental instruction of slang" in classes, but he believes it doesn't need to be a central part of a curriculum for children or adults. Jim Wallace, President of the Society for the Preservation of English Language and Literature, thinks that there is a danger that "slang expressions that would otherwise have an early death might get an extended life" through instruction. Those of you

who teach adults, but may be uncomfortable explaining sensitive language should check out A. C. Kemp's website, www.slangcity.com. She includes a disclaimer on the site that basically says those with a prurient interest in the language or pictures should seek help!

Bilingual Education Blasted in Mexico, Too (So Sad)

The Washington Post of May 11, 2004, published "Learning in Their Native Tongue, Mexican Cities Join Experiment in Bilingual Education" by Mary Jordan. According to Jordan, about ten percent of Mexico's population consists of indigenous people who "remain among Mexico's poorest, marginalized by racial prejudice and inferior schooling." Alejandro Lopez, Director of Mexico City's Office of Indigenous Affairs, estimates that nearly, "40 percent of Mexico's indigenous people now live in urban areas, compared with 25 percent 15 years ago." In the past 10 years, more than 2,000 bilingual schools for speakers of 62 indigenous languages have been opened by the Education Ministry, reports Jordan. She profiled a 14-year-old window washer who is in the fifth grade in Mexico City. The child, Jose Roberto Cleofas, says no one in his family has ever finished fifth grade. Cleofas, whose first language is Otomi, didn't start learning Spanish until he was nine. Now he attends one of 76 city schools in a bilingual school, Alfredo Correo. Teachers there are required to learn Otami, and according to Cleofas, "Science concepts are clearer" when

explained in his native language, and when he sings the Mexican National Anthem in Otami, it "rings with more meaning." Predictably, some people are against the bilingual approach at Cleofas's school and think children should be learning English or French instead of Otami and Spanish (Who are these people? Did they immigrate from California or Arizona?). The school has garnered attention by Mexican President Fox and funding for computers and scholarships to pay children to remain in school. Cleofas says school has given him goals, and he even thinks about becoming a doctor some day. Maybe he'll learn Esperanto too.

Call for Nominations

Illinois TESOL•BE

Executive Board

Network With Your Peers, Represent Your Geographic and Teaching Areas, Participate in Planning Professional Development Activities, Work for Changes in the Educational System!

Nominate a Colleague or Yourself!

We are looking for nominations for the following positions:

FIRST VICE PRESIDENT

Serves as the President Elect of the Association from June 2005 to June 2006 and presides at all official occasions when the President is absent
Acts as recorder at all board meetings and maintains the official documents of Illinois TESOL• BE as First Vice President
Serves as President of Illinois TESOL•BE from June 2006 to June 2007
Serves as Past President, and ITBE liaison to TESOL, from June 2007 to June 2008

SECOND VICE PRESIDENT ELECT

Assists the Chair of the 2006 Annual Convention, keeping records of the content, organization, and the timeline of the convention planning
Serves a one-year term as Second Vice President and is responsible for planning the 2007 Annual Convention
Serves a one-year term as Past Second Vice President, serving as advisor to the 2008 Convention Chair

MEMBERS-AT-LARGE

Elected to a three-year term, from June 2005 to June 2008
Serve as members or chairs of the active committees of Illinois TESOL•BE
Participate in the business and activities of Illinois TESOL•BE
Support the officers and other members of the Board by regularly attending Board meetings

Please fill out the form below and mail by January 15, 2005

Your Name: _____

Your Contact Information (address, phone, and email): _____

Name of Your Nominee: _____

Nomination For: (Check one) 1st Vice President 2nd Vice President Elect Member-At-Large

Nominee's Contact Information (address, phone, and email): _____

This person would make a good candidate because _____

Send to:

Matthew Huseby
ITBE Nominations Chair
PMB 232
8926 N. Greenwood
Niles, IL 60714-5763

PHONE (312)409-4770

EMAIL nominations@itbe.org

A nomination form is also available on the Illinois TESOL•BE web site – www.itbe.org

**Illinois Teachers of English to Speakers of Other Languages • Bilingual Education
\$1,000 Graduate & \$500 Undergraduate Scholarship
Application**

Each year, Illinois TESOLoBE demonstrates its commitment to the field of English as a Second Language and Bilingual Education by awarding a \$1,000 graduate and a \$500 undergraduate scholarship to deserving students. Applicants must:

- be currently enrolled in a program in TESOL, bilingual education, or a related field at an accredited college or university or be practicing professionals or paraprofessionals who will enroll in relevant coursework;
- demonstrate financial need
- be members in good standing of Illinois TESOLoBE (see box below)
- submit a completed application form, along with all required supporting materials.

CHECK ONE:

I am applying for: \$1,000 GRADUATE Scholarship in Honor of Robert Illwitzer
 \$500 UNDERGRADUATE Scholarship in Honor of Jane Curtis

PLEASE PRINT:

Name: _____

Street Address: _____

City, State, Zip Code: _____

Home Phone: _____

Work Phone: _____

E-mail: _____

ITBE Member Number: _____

School Name and Degree Program: _____

(check one) Currently Enrolled Will Enroll in 2005-2006

SUPPORTING MATERIALS:

- 1) A letter of application (word-processed and double-spaced) which includes the following: a) a description of your involvement to date in the field of ESL/BE; b) an explanation of your professional goals and how your program of study will help you meet those goals; and c) a brief statement regarding your financial need.
- 2) Two letters of recommendation for either scholarship.
- 3) An official transcript of your academic work (Unofficial transcripts will not be accepted.) or a letter of acceptance if you are not currently enrolled in an academic program.

All applicants for the \$1,000 Graduate and the \$500 Undergraduate Scholarships must be members of Illinois TESOLoBE this year and the year of the Convention, 2005. To become a member of ITBE or renew membership for 2005, mail a completed membership application and your dues along with your scholarship application materials. Membership applications are available at www.itbe.org or on the inside back cover of the ITBE Newsletter. If you are a member, you can check your membership status by e-mailing membership@itbe.org.

MAIL COMPLETED APPLICATIONS, POSTMARKED BY DECEMBER 14, 2004, to:

Illinois TESOL-BE Awards Chair
c/o Adult Learning Resource Center
1855 Mt. Prospect Road, Des Plaines, IL 60018

Scholarships will be awarded at the 31th Annual State Convention, February 18 & 19, 2005 at Navy Pier, Chicago. Recipients will be notified by phone and by mail. For additional information, e-mail awards@itbe.org.

Illinois Teachers of English to Speakers of Other Languages • Bilingual Education

Professional Development Awards to Attend the 2005 ITBE State Convention

Each year, Illinois TESOL•BE demonstrates its commitment to the field of English as a Second Language and Bilingual Education by awarding a maximum of ten professional development scholarships for ITBE members to attend the annual convention. The Professional Development Award consists of convention registration and either accommodations for Friday night or up to \$50's worth of transportation expenses, reimbursed upon receipt of all documentation.

Applicants for the Professional Development Award must a) be practicing or retired ESL and/or bilingual education teachers or full-time or part-time graduate or undergraduate students enrolled in a program in TESOL, bilingual education, or a related field; b) demonstrate financial need; c) NOT be eligible to receive support for the ITBE convention from their institutions; d) be members in good standing of Illinois TESOL•BE; (see box below) and e) submit a completed application form along with all required supporting materials.

Application

PLEASE PRINT:

Name: _____

Street Address: _____

City, State, Zip Code: _____

Home Phone: _____ Work Phone: _____

E-mail: _____ ITBE Member Number: _____

Current Employer(s) and Position(s) Held: _____

SUPPORTING MATERIALS:

- 1) A letter of application (word-processed and double-spaced) with an explanation of how you will benefit from attending the Illinois TESOL•BE State Convention and a brief statement of financial need.
- 2) A letter from an employer or academic program verifying employment or enrollment and financial need.

(NOTE: Individuals whose employers offer financial support for professional activities are not eligible.)

All applicants for the Professional Development Award must be members of Illinois TESOL•BE this year and the year of the Convention, 2005. To become a member of ITBE or renew membership for 2005, mail a completed membership application and your dues along with your scholarship application materials.

Membership applications are available at www.itbe.org or on the inside back cover of the ITBE Newsletter. If you are a member, you can check your membership status by e-mailing membership@itbe.org.

MAIL COMPLETED APPLICATIONS, POSTMARKED BY DECEMBER 14, 2004, to:

Illinois TESOL•BE Awards Chair
c/o Adult Learning Resource Center
1855 Mt. Prospect Road
Des Plaines, IL 60018

Recipients will be notified by phone and by mail.
For additional information, e-mail awards@itbe.org.

**ILLINOIS TESOL•BE ELEVENTH ANNUAL
ESL STUDENT WRITING CONTEST
RULES & REGULATIONS
2004-2005**

ELIGIBILITY- Contestant must be a student who is a full-time student enrolled in grades 6-12 in the state of Illinois, a non-native speaker of English, enrolled in a TBE/TPI program, and the sponsoring teacher must be a current member of Illinois TESOL/BE.

FORM- Essays are to be 500-1000 words (2 to 3 typed pages in English, Font: Times New Roman Size 12, double spaced and neat). Entries must be submitted with a complete cover sheet (enclosed). Cover sheet must include the student's name, home country, name of the sponsoring teacher, name of school, school address, and school phone number. There should be no identifying information on any pages of the essay. This includes any mention of the contestant's name or school.

CONDITIONS- Failure to abide by any of these rules and conditions will result in the disqualification of the student's essay from the competition.

- ◆ Each student may submit only one entry.
- ◆ All essays become the property of Illinois TESOL•BE.
- ◆ All essays must be the ORIGINAL MATERIAL OF THE AUTHOR.
- ◆ The essays must be based on prior knowledge, i.e. this is not a research essay.
- ◆ No teacher editing.
- ◆ No computer editing will be allowed except for spell check, i.e. no grammar check.

**IF A STUDENT HAS PLAGIARIZED ANY PART OF THE ESSAY, IT WILL RESULT
IN IMMEDIATE DISQUALIFICATION.**

TOPIC- Discuss aspects of your culture that you want to share with others, such as holidays, differences in customs, school, culture-shock experiences, other experiences, etc.

JUDGING- Entries will be judged based upon content, organization, vocabulary, language use and mechanics. Criteria for judging will be creativity, writing style, and adherence to form, rules, and conditions.

PRIZES- Monetary prizes (\$150 First Place, \$100 Second Place, \$75 Third Place), certificates of merit, and ITBE ESL Student Writing Contest T-shirts will be presented to first, second, and third place winners in each category (grades 6-8/ grades 9-12). Sponsoring teachers of the winners will receive a one-year complimentary membership to Illinois TESOL•BE added to their current membership and a letter of recognition will be sent to their principals. In addition, the winners will be invited to read their essays at the ESL Writing Contest Awards Ceremony at the Illinois TESOL/BE Annual State Convention. The winners and their sponsoring teachers will be invited as our guests for lunch also at the Illinois TESOL•BE Annual State Convention.

DEADLINE- ALL ENTRIES MUST BE POSTMARKED NO LATER THAN DECEMBER 14, 2004.

MAIL ENTRIES TO:

Illinois TESOL/BE ESL Student Writing Contest
Pamela Forbes
Larkin High School
1475 Larkin Avenue
Elgin, IL 60123

ALL SPONSORING TEACHERS WILL BE NOTIFIED OF THE RESULTS OF THE ILLINOIS TESOL/BE WRITING CONTEST. ALL ENTRANTS WILL RECEIVE A CERTIFICATE OF PARTICIPATION.

ILLINOIS TESOL•BE TENTH ANNUAL ESL STUDENT WRITING CONTEST 2004 - 2005

ESSAY COVER SHEET

(PLEASE PRINT)

NAME OF STUDENT _____

GENDER: MALE FEMALE

HOME COUNTRY

FIRST LANGUAGE

SPONSORING TEACHER _____
FIRST _____ LAST _____

NAME OF SCHOOL

SCHOOL ADDRESS _____

CITY STATE ZIP CODE

SPONSORING TEACHER'S EMAIL ADDRESS

TELEPHONE NUMBER _____
(BEST PLACE TO REACH SPONSORING TEACHER)

CHECK THE APPROPRIATE GRADE **6-8** **9-12**

MAIL ESSAYS TO: ILLINOIS TESOL•BE ESL STUDENT WRITING CONTEST
PAMELA FORBES
LARKIN HIGH SCHOOL
1475 LARKIN AVENUE
ELGIN, IL 60123

MEMBERSHIP APPLICATION

NEW RENEWAL DATE _____

PLEASE PRINT OR TYPE

Name(s) of Employer(s): _____

NAME _____

Mailing Address _____

Home Phone () _____

Work Phone () _____

Fax () _____

E-mail Address _____

City _____
State _____ Zip _____

Check if change of: Name Address

Check if you DO NOT want your name published in our state directory:

1 YEAR MEMBERSHIP

- Regular \$35.00
- Student * \$20.00
- Joint ** \$60.00

2 YEAR MEMBERSHIP

- Regular \$60.00

ITBE memberships run the calendar year
from the month you join. e.g. May 2004-2005

FOR OFFICE USE ONLY

Check # _____

Amount: _____

Received: _____

I am a member of: IEA/NEA

IFT/AFT

NABE

IACEA

TESOL

I work primarily in: Adult Education

Elementary Education

Secondary Education

Higher Education

I am interested in working on the following committee(s):

- | | | | |
|--------------------------------------|-------------------------------------|------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Convention | <input type="checkbox"/> Membership | <input type="checkbox"/> Professional Concerns | <input type="checkbox"/> Exhibits and Advertising |
| <input type="checkbox"/> Awards | <input type="checkbox"/> Newsletter | <input type="checkbox"/> Nominations | <input type="checkbox"/> Part-Time Issues |
| <input type="checkbox"/> Fundraising | <input type="checkbox"/> Publicity | <input type="checkbox"/> Technology | <input type="checkbox"/> Professional Development Events |

I would like to receive the ITBE newsletter by (check one): mail email

Make checks payable to Illinois TESOL•BE

Mail your check and this form to: Executive Secretary, Illinois TESOL•BE, PMB 232, 8926 North Greenwood Avenue, Niles, IL 60714-5163
Illinois TESOL•BE will assess a fee of \$50 on all returned checks. Purchase orders cannot be accepted. For credit card payments, please use our online registration at www.itbe.org.

* Student membership applications must be accompanied by verification of full-time enrollment (e.g., current semester registration).

* Family members residing at the same address may apply at the joint membership rate.

Membership in Illinois TESOL•BE is separate from membership in TESOL.

The Professional Planner

October 21-22	Central Illinois Adult Education Service Center Fall Conference Holiday Inn, Civic Centre, Peoria For more information visit www.cait.org/caesc
November 3-5	Southern Illinois Adult Education Service Center Fall Conference Four Points Sheraton, Fairview Heights For more information call: (618) 650-2254
November 3-6	American Association for Adult and Continuing Education (AAACE) Annual Conference, The Galt House, Louisville, KY For more information call (307) 918-1913 or visit: www.aaace.org
November 7-9	NAFSA (Association of International Educators) Region V Conference Campus Inn, Ann Arbor, MI For more information contact: www.region5.nafsa.org/conference
November 19	Northern Illinois Adult Education Service Center Fall Conference Indian Lakes Resort, Bloomingdale For more information call: Catherine Porter (847) 803-3535 ext. 353
January 24 - 27, 2005	28th Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students Hyatt Regency, Oak Brook For more information, contact the IRC at 847-803-3112
February 18-19, 2005	Illinois TESOL•BE 31st Annual Convention, Navy Pier, Chicago For more information visit: www.itbe.org





Illinois Teachers of English to
Speakers of Other
Languages • Bilingual Education

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