

A Look at English Language Learners in the Era of NCLB

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National-Louis University

The No Child Left Behind (NCLB) Act of 2002 has ushered in a raft of sweeping — and stressful — changes in schools across America. With high stakes tests bearing high stakes consequences, each school and each school district in the country must now track its subgroups to see that they make ever-increasing percentages of adequate yearly progress (AYP). If one or more of the subgroups does not make the amount of yearly progress established by that state's board of education, the school is put on an academic watch list, then on probation, and can eventually be subject to restructuring. Illinois is not exempt from these pressures. English Language Learners (ELLs) comprise one of the subgroups, and because of their status as a subgroup, ELLs have gone from the sidelines to the crosshairs in record time. NCLB requires all states to “assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and student academic achievement standards as all children are

expected to meet” (U.S. Department of Education, 2002, 276). Because ELL test scores are now part of the public record of each school and school district, ELLs are receiving new attention, and their programs are receiving new scrutiny. This sea change has had dramatic effects on the teaching of

ELLs; this article will provide an interpretive overview of NCLB as it pertains to the teaching of English as a new language in Illinois.

Policies toward English Teaching in the U.S.

The question of just how immigrants to the United States and language minorities within the United States ought to learn English has a long and colorful history, reflecting changing political tides. The U.S. Constitution does not specify an official language, and the United States has thus far not established one. In fact, until World War I, the decentralized U.S. educational system allowed for immigrant groups to set up and maintain schools offering their home language as the language of instruction (Ovando, 1978).

In 1968, the Bilingual Education Act, or Title VII of the Elementary and Secondary Education Act (ESEA) was passed as part of the wave of social reforms that flowed from the Civil Rights Act of 1964. The Act authorized money to be spent on teaching both oral and academic English to children from language minority backgrounds. The ambiguous language of the Act, however, provided no road map for English language instruction, stating only that language minority students had a right to specialized instruction to meet their needs. This was enshrined in the Supreme Court decision *Lau v. Nichols*, decided in 1970. Justice Douglas wrote this preface to his opinion:

No specific remedy is urged upon us. Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instruction to this group in Chinese is another. There may be others. Petitions ask only that the Board of Education be directed to apply expertise to the problem and rectify the situation. (*Lau v. Nichols*, Supreme Court, 1974, in Crawford, 2004, pp. 113, 393)

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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: **July 15 • October 15 • January 15 • April 15**

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Message From The President

Russell Clark - DePaul univeristy



Russell Clark
2007-2008 President

HAPPY FALL!

The change of seasons and the arrival of slightly chillier weather in Illinois prompt me to welcome all of my ITBE colleagues back to the academic year 2007-08. For

those of you who enjoyed a break over the summer, I hope you were able to refresh yourselves during your time off. I speak enviously of this, as one who has worked in *year-round* ESL and EFL programs for the past 33 years; but I also know that for members of our profession there are very few times in which we are truly “off” – always planning something new for our students, and what we’ll try to do even slightly better this time around. If you are an old-timer like me, you’ll know what I’m talking about, and if you are a newcomer, welcome to the ESOL-BE life!

The leaders of our organization have certainly “walked the walk” and been very busy since last spring, and I would like to take a moment to summarize what we have been up to.

First, let me welcome a couple of new ITBE board members. I am very pleased to introduce Juli Campagna, our new Executive Secretary, to you. Juli is a seasoned ESL professional, and a lawyer who teaches at the John Marshall Law School in Chicago. We are very pleased to have Juli with us, following the resignation of our previous Executive Secretary, Marilyn Nystrom, who needed to step down at the end of the previous year. Juli assumed her position with ITBE at our August board meeting.

Another key position on our board is that of Treasurer, and I would like to thank Eric Bohman for the excellent work he has done in preparing and supervising our annual budget (\$101,385.00) as well as our 2008 Convention budget, both of which were approved at our September board meeting.

Eric will be stepping down from his position at the end of the current year, and consequently, I have appointed Susanne McLaughlin as a one-year member-at-large and Treasurer-designate. Susanne, Director of the English Language Program at Roosevelt University and well known in TESOL, has already begun to work with Eric, in the interest of a smooth hand-off of our finances.

A main accomplishment of the current season was our excellent Fall Workshop, held on October 27 at the outstanding venue of Harold Washington College in the Chicago Loop. At that event, we were able to share the expertise of 24 presenters, led by our colleague Dennis Bricault from North Park University, who gave a remarkable presentation entitled “Dealing with Academic Dishonesty in the ESL Classroom.” We also enjoyed our regularly scheduled SIG meetings and a sold-out book display from our fine ESOL and BE publishers, coordinated by Marsha Robbins Santelli. I would particularly like to thank Becky Swab for her assistance with the workshop’s program, and Gabriela Cambiasso and our generous hosts at Harold Washington for welcoming us so warmly.

So now, all eyes are on our upcoming annual convention, described elsewhere in this newsletter. (As I said above, when are we *not* busy?) Please mark your calendars, get your proposals ready, consult your principals and administrators so that you can plan your pre-registrations, and reserve the dates for our annual gathering: February 29 – March 1, 2008, in Naperville, Illinois. I am really looking forward to returning to the comfortable Holiday Inn Select for the third year, and spending time both with colleagues and the excellent speakers we are bringing to the Heartland from both coasts. Your best source of convention information will be our gorgeous new web site www.itbe.org.

Please join us!

Russell Clark



ITBE's 34th Annual Convention Proposal Form

1. Names and Affiliations of Presenters: (Please type or print legibly.)

Presenters' first and last names and affiliations:

Address of principal presenter for correspondence:

Street City State Zip Code

Phone numbers:

Home Telephone Office Telephone Cell Phone Fax Number Email

Title of Presentation: (9-word maximum)

2. Type of presentation: (Please check one type only.)

- | | |
|---------------|----------|
| Demonstration | Paper |
| Panel | Workshop |

Length of Presentation:

45 minutes 90 minutes Please note: All workshops are 90 minutes.

3. Audience:

Check a maximum of two Interest Sections:

- | | |
|----------------------|---------------------|
| Adult Education | Secondary Education |
| Elementary Education | Higher Education |

Check a maximum of two Content-area Interest Groups:

- | | |
|-------------------------------|-----------------------|
| Bilingual Education | Materials Development |
| Citizenship | Political Concerns |
| Classroom Applications | Professional Concerns |
| Computer Assisted Instruction | Research |
| Dual Language | Teacher Education |
| Family Literacy | Workplace ESL |
| General (multiple interests) | Other _____ |

4. Abstract: (50-word maximum, as it will appear in the program book)

Number of words in this abstract: _____

5. Biographical Statements of Presenters: (25 words per presenter, written in 3rd person)

6. Audio-visual Equipment: Overhead projectors for transparencies **or** flipcharts will be available free of charge.

Note: Presenters must provide their own laptops.

Please check what you need.

Overhead Projector for Transparencies and Screen (no fee)

Flipchart and Markers (no fee)

DVD player/Monitor (no fee)

VHS player/Monitor (no fee)

LCD projector (\$50)

Internet access (\$25)

Audiocassette/CD Player (\$10) or bring your own

7. Availability of Presenters:

Please indicate the day(s) on which you are available to present:

Friday, February 29 only

Saturday, March 1 only

Friday, February 29 **or** Saturday, March 1

Along with this completed proposal form, **include three copies** of a 250 word summary of your presentation. (one with the names of all presenters, and two without names).

Questions? Contact convention@itbe.org

Thank you very much for your proposal.

ALL PRESENTERS ARE EXPECTED TO REGISTER FOR THE 2008 CONVENTION

Call for Participation is also available on line at www.itbe.org. Submissions due: Friday, December 14, 2007

ITBE's 34th Annual Convention

Holiday Inn Select, Naperville, Illinois

February 29 – March 1, 2008

(Early registration deadline: February 8, 2008)

Featured Speakers:

James Crawford

President, Institute for Language & Education Policy

Paul Heacock

lexicographer, Cambridge University Press

Kathleen M. Bailey

Monterrey Institute of International Studies

Cheryl Boyd Zimmerman

California State University – Fullerton,
and Oxford University Press author

- Over 60 additional individual sessions
- Publishers' exhibition
- CPDU's and Adult Professional Development Endorsements



**The 8th Annual Graduate Student Forum will be held at the 42nd Annual TESOL Convention
New York, New York
Wednesday, April 2, 2008**

The forum provides a venue at the TESOL convention that allows MA-level students to do the following:

- share the results of their research, their teaching ideas and experiences, and the materials they have developed;
- meet and network with graduate students (and faculty) at other universities;
- formally participate in the TESOL convention without having to meet the early deadlines for submitting proposals or to compete with experienced professionals for time on the convention program;
- experience the process of organizing a conference, adjudicating proposals, and so forth.

For general information on the 2008 convention, visit <http://www.tesol.org/tesol2008>.

**The 2008 Doctoral Forum will be held at the 42nd Annual TESOL Convention
New York Hilton Murray Hill, Suite B, New York City, New York
Wednesday, April 2, 2008**

The TESOL annual convention includes a Doctoral Forum where doctoral students can network with each other and with experienced TESOL researchers and educators to discuss their doctoral programs and dissertation research. The 2008 Forum will feature two panel discussions- one on quantitative research the other on qualitative research; in addition, we will be having a poster presentation session, discussion sections based on interest, and presentations on hot topics related to doctoral study and research.

The forum is a gathering place for doctoral level students to:

- meet and network with other doctoral students and faculty from other universities
- share experiences and expertise in research methods, dissertation processes, teaching and learning experiences and helpful resources
- participate in formal presentations on dissertation work.

For general information on the 2008 convention, visit <http://www.tesol.org/tesol2008>.

(cont. from page 1)

In some ways, this stance foreshadowed the current language in NCLB, which does not point to any teaching method or approach, but clearly specifies English language proficiency as the desired outcome.

No Child Left Behind and English Language Learners

Title III of the No Child Left Behind Act, entitled “Language Instruction for Limited English Proficient and Immigrant Students,” consists of 304 sections and is 45 pages long. Its first section 1) calls for state education agencies to adopt programs for ELLs that are scientifically proven to be the most effective (U.S. Dept of Education, 2002, Section 267); 2) requires an accurate census of immigrant children as a determinant in assigning funding; 3) calls for ELLs to reach state academic achievement levels comparable to those of native speakers; and 4) provides guidelines for how grant money should be allocated. It also requires ESL teachers to be fluent in English, stipulates that students ultimately be transitioned into programs “that are not tailored to limited English proficient children,” calls for an annual increase in the percentage of students making progress, and requires schools which do not reach these levels to submit an improvement plan. Title III also states, “Nothing in this part shall be construed to require a state or local educational agency . . . to establish, continue, or eliminate any particular type of instructional program for limited English proficient students.” The Act also carefully states that the use of Native American languages should not be restricted (Sections 267-281).

The second major section, called “Improving Language Instruction Educational Programs,” lists a number of mandatory features that should be found in programs for ELLs, including valid and reliable tests, systematic data gathering, and trained teachers. Conspicuously absent is any mention of maintenance or development of the home or heritage language.

Other sections discuss professional development, how grant funds shall be distributed, and conditions under which grants will be renewed. At the end is a glossary of terms, and there, one finds the sole nod to bilingual or dual language instructional models:

Language instruction educational program means an instructional course . . . that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language. (p. 307)

The parental notification section requires parents be given information about the programs offered at their children’s school, but does not require providing a rationale about the programs offered, and provides an “opt out” option. Finally, the Act states that limited English proficient children should be tested in English after three years of instruction, although exceptions are allowed (Toppo, 2005).

The end of the document announces that the former Office of Bilingual Education and Minority Languages Affairs is henceforth renamed the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Language Minority Students. Except for this renaming, the word “bilingual” is completely absent from the document.

Consequences of NCLB for English Language Teaching and Learning

In some ways, the Act is ecumenical in its treatment of English language programs, as was the original Bilingual Education Act. It does not promote or criticize any instructional method or program model. On the other hand, the removal of the word “bilingual” signals that bilingual educa-

tion is not considered a national educational goal (Katz, 2004; Wright, 2006). In fact, a blue ribbon committee was empanelled to review research assessing the effectiveness of various models of instruction for ELLs. When the National Literacy Panel concluded, after three years of study, that students consistently perform better when some instruction is conducted in their native language, the Department of Education decided not to publish the report. This left many asking if results that contradicted an “English only” policy position had been suppressed. *Developing Literacy in Second-language Learners: Report of the National Literacy Panel for Language Minority Children and Youth*, the full report, has recently been published by Lawrence Erlbaum Associates, rather than by the government.

There are several positive aspects of NCLB for ELLs. Foremost among them is that schools can no longer overlook the need to provide high quality services for ELLs (Crandall, 2005). Illinois has been far ahead of the curve nationally and has highly developed state and professional resources and organizations, but the level of interest in English language learners has increased even in our state.

Marilyn Poole, a retired teacher who developed the first ESL program at an Illinois high school some years ago, put it succinctly:

During my career, I fought for program changes in my school that would enhance the learning opportunities for ELL students. I heard comments from the administration about “those students” or “your students.” Very rarely did I hear “our students.” NCLB changed all that. Now the administration is all too consumed with the progress of these students because it is these students as well as another subgroup who are causing my (ex) building’s failure to meet expectations. (Poole, 2006)

Another positive by-product of NCLB is the professionalization of the ESL and bilingual teaching fields. Since NCLB requires teachers of ESL and bilingual education to be highly quali-

fied, teachers across the country are now required to complete formal coursework about teaching ESL and bilingual education. Now other states are setting up coursework similar to what Illinois has had in place for a long time. ESL professionals overwhelmingly support maintaining and upgrading qualifications. A teacher recently sighed, “If I hear anyone else say ‘all you need to be an ESL teacher is being able to speak English’ again, I’ll scream!” When professional credentials become more demanding, there are more opportunities and rewards, and ESL and bilingual education is no exception.

One of the mandates of NCLB is that each state must have valid and reliable assessments for ELLs. To meet the mandate, it has been necessary to map out English language proficiency standards against which the assessments could be measured. Illinois, through its membership in the 15 state WIDA consortium that developed English language proficiency standards, has become a leader in meeting the mandate, partly due to being the home state of its lead author, Margo Gottlieb (The WIDA Consortium, 2004).

Once the English language proficiency standards were created, applied linguists, ESL curriculum experts, and language policy makers were able to develop the ACCESS test, an annual, secure test that measures each student’s listening, speaking, reading, and writing separately. The test should now be familiar to Illinois teachers of ELLs, who have given it for two years. ACCESS allows for future changes in standards; Jim Bauman, one of the primary developers, said, “As standards change, items that map to those standards will change” (Bauman, Jan. 27, 2006). Clearly, the development of English language proficiency standards and a valid and reliable assessment tool is a tremendously positive advancement for our field.

It is for the above three reasons that NCLB can be said to have had a more positive impact on our learners and our profession than is the case for most other groups.

Having detailed the positive aspects of NCLB for ELLs, there are also concerns to be addressed. One is that schools with diverse populations have a greater possibility of failure since the scores of only one subgroup can put a school on the academic watch list. Therefore, schools that do the “heavy lifting” of public education have the hardest time complying with NCLB (The Associated Press, 2003). In some cases, ELLs are the subgroup that threatens their school’s ability to meet NCLB requirements. Educators are aware of this, and concerned. “I don’t want to see English language learners become scapegoats,” declared former Illinois State Board of Education president Randy Dunn (January, 2006). Seen against that backdrop, NCLB looks less like school reform than maintenance of a system in which diverse and often impoverished students (a group to which ELLs belong) are still left behind.

Another negative aspect of NCLB is the limiting assumption of monolingualism. In most nations, bilingualism or multilingualism is highly valued and considered part of the national defense (Katz, 2004). If bilingualism doesn’t count for anything under NCLB, districts are less likely to provide schools with the resources needed to develop balanced bilinguals, especially since it is a process that researchers know takes 5-8 years (Ovando, Combs, & Collier, 2006). Katz says, “Bilingual teachers in this country could become an endangered species” (147). As a consequence of this, the number of students in the American school system who are bilingual will be even further reduced. How ironic that America’s monolingual students may number among the “children left behind” in the new global economy!

It has not been possible in this brief article to discuss the larger issues of education policy or immigration policy, but they will surely impact if, and how, NCLB is reauthorized. In the meantime, notwithstanding its concerning aspects, most ESL and bilingual professionals see NCLB as a positive step toward better educating English language learners (Zehr, 2006). At least ELLs are now “on the radar.” ❖

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Leah D. Miller and Kristin Lems have alternated the coordinatorship of the ESL/Bilingual Education program at National-Louis University and are co-directors of a five-year federal grant in DuPage County to boost academic achievement of English language learners. Both have presented at numerous state, national, and international forums on ESL.

Member Snapshot

Name: Maja Teref

How did you first get interested in teaching ESL?



Teaching EFL or ESL has always been an inextricable part of my life. As English is not my first language, I remember that I always excelled in English (EFL classes) and my classmates in elementary school repeatedly asked me to help them with their English homework. While in high school and college, I visited England every summer and became the only person who had a crisp, British accent which my peers tirelessly tried to emulate.

The English language has also been part of my family's history; though originally from Serbia, my grandfather fought in the British Army during WWII and spent most of his life in Manchester, UK. Naturally, my family was used to visiting England and always spoke good English.

I started tutoring EFL in high school and continued while as a student at Belgrade University and a translator/newscaster/DJ in the English Department of Radio Yugoslavia. After I moved to the U.S. and earned my M.A. in Applied Linguistics under the tutelage of Elliot Judd at UIC in 1995, I started teaching ESL in the U.S. and haven't stopped since.

You teach at both the high school and university levels. Which one is more challenging? Why?

As you pointed out, I have had exposure to both. For instance, I have taught ESL at Columbia College, Harold Washington College and Truman College in Chicago and enjoyed them all

immensely. However, my work at Roosevelt High School in Chicago seems to have engrossed me completely. Currently, I teach both ESL and College Prep/AP students, thus, two entirely different populations. Still, both groups of students are extremely motivated, focused and hard-working. I teach them every day, five class periods a day, five days a week, and I am always thrilled to see their smiling faces. Arguably, being high school students, they are, admittedly, going through some growing pains; however, teaching both my ESL and AP students is extremely rewarding and engaging.

Please describe a memorable teaching experience you've had.

There are a great many memorable moments in my teaching career, and most ESL teachers would typically describe an experience they had in a foreign country. I, on the other hand, would like to focus on a non-ESL teaching experience at Roosevelt High School.

A few years ago, a colleague of mine from the Science Department asked me to substitute for her during my prep period since she had to leave early. She was teaching a regular Biology class mostly populated by «those notoriously unruly freshmen.» They were predominantly U.S.-born, inner-city youths who usually fill my higher education ESL colleagues with sheer dread and trepidation.

Needless to say, I am not a biology teacher, so I didn't know quite what to expect. As soon as I walked into the classroom and was identified as a «sub», requests to go to the washroom became torrential. Having taught high school for some time, I knew better, so I kept saying, «Oh, sure. You just raise your hand and remind me five minutes before the bell.» Then I picked up the hefty biology book and stood face to face with the chapter on meiosis. I was pacing all over the room to let the students know that I was everywhere and in close proximity to all thirty students at all times. I also started reading the chapter with them to gauge what it was that such students, novel to me, needed in order to

be adequately served. I soon realized that I was using the same techniques as I would with my ESL students. My biology teaching essentially became bestrewn with reading comprehension strategies and techniques: pre-reading, during-reading, and post-reading activities. The students were engaged and the washroom requests subsided. The following day, my coworker, the biology teacher, asked me if I wouldn't mind subbing for her once again, especially since her students requested me because I was a strict, but good teacher.

As a result of this experience, my realization was that all students want and need the same: challenge and rigor — and some essential reading comprehension strategies. I thank Elliot Judd every day I am in the classroom.

Please explain your position on the ITBE Board.

I have been ITBE's Tech Chair for three years. I edit the ITBE website, www.itbe.org, send monthly shout-outs to our membership, prepare our annual convention slideshow, manage some aspects of ITBE's database, etc. I think what I do would be perhaps best described by viewing the website itself.

In addition, I'd like to mention that being on the ITBE Board is a true honor; I am constantly learning about the logistics of how an organization is run. Also, I have had the pleasure to work with luminaries such as Marsha Santelli, Irene Brosnahan, Russell Clark, Kasia Stadnik, and Betsy Kubota. If the ITBE members reading this article don't know who these scintillating people are, I would advise going to <http://itbe.org/officers.html> and <http://itbe.org/executives.html>.

Why did you decide to join ITBE and serve on its Board?

Joining TESOL and, for those of us in Illinois, ITBE, is a necessary step for every ESL

professional. When in graduate school at UIC, my mighty mentor, Elliot Judd, always emphasized the importance of belonging to a professional teaching organization. Being an ESL teacher, or teacher in general, is a responsibility, and part of that responsibility is to keep abreast with current educational theory. We teachers owe it to ourselves and our students. Going to ITBE and TESOL conferences and workshops has always maintained my enthusiasm for the profession and invigorated my teaching.

Serving on the ITBE Board was a logical step for me; I see being in the classroom as an art in and of itself, but that is not where a teacher should stop. Understanding how an organization or a school is run gives teachers an entirely different perspective or vantage point. Namely, learning the logistics of what it takes to organize a conference has helped me learn a great deal about developing leadership abilities, which cannot be otherwise acquired or gained in the classroom.

Last but not least, the ITBE Board elected me to go to Congress for TESOL's Advocacy Day this past June, so I had a chance to represent and discuss TESOL's positions regarding the reauthorization of No Child Left Behind (NCLB) with Senator Obama's office, as well as Congressman Davis and others. For more information, go to http://www.tesol.org/s_tesol/zs_sec_document.asp?CID=1&DID=8872.

Are there issues that you would like to see ITBE address in the near future?

I would like to see ITBE grow even more. We are TESOL's 11th largest affiliate, and our conferences are extremely well-attended. My wish is to see ITBE become an even larger organization, and we will do our best to do just that. ❖



Christensen Low
English Instructor
DePaul University ELA

Surprisingly, the recent debates with both Republican and Democratic presidential-hopefuls have not included much talk about immigration reform. We still have plenty of months for that issue to boil up, but here are a few articles that touch on the issue and on some other quite different issues that affect our jobs as ESL teachers.

A Kiss Is Just A Kiss

Richard Gere might not have known the trouble he would get into by simply kissing the Bollywood actress, Shilpa Shetty, a few times on the cheek. The incident, which happened five months ago, was reported in a CNN article on September 27th and shows the troubles that cultural ignorance can create. After the kiss, which would be considered tame in the US, a warrant for Richard Gere's arrest was issued by Indian authorities. As well, the actress was barred from leaving India and was detained when she tried to attend the performance of a musical in Berlin, one in which she plays the lead. Since this April incident, a lot has happened – Gere has apologized, a Supreme Court overturned the arrest warrants, and controversy has continued. The quagmire still might deepen, but the lesson is clear – learn about a culture before attempting a kiss.

English – the Official Language of the Majority

The debate about whether or not the United States should have an official language has come to the Chicago area – Carpentersville to be precise. In this small town northwest of Chicago, the Village Board has taken a step, however small, against illegal immigration. In a non-binding resolution passed in

June, English was declared the official language. A ban against the hiring or renting of apartments to illegal immigrants was also discussed.

This resolution will greatly affect the more than 40% of the population of the town that is Hispanic. As well, it will affect the other immigrant families from countries all over the world that reside in the town. “Nearly one in five people living in the United States speaks a language at home other than English,” according to a new report by the Census Bureau (“Census numbers show education divide among immigrant groups” cnn.com, 09/27/07).

“‘I’m thinking of moving,’ said Delgado, a legal U.S. resident applying for citizenship whose Chinese-American wife is a U.S. citizen. ‘I think it’s stupid to deal with all this stuff.’” (“Proposals aimed at illegal immigrants divide village,” cnn.com, 08/06/07).

With some congressman also talking about English being made the national language, this issue will definitely be closely watched by our international students, who struggle with English, and how will it affect the immigration issue at large?

Video game engages gamers in immigration issues

Immigration issues are now just a game to play. In a video game called ICED!, if you make too many wrong moves, you will be detained as an illegal immigrant. Write a paper, and you might be investigated by Homeland Security. It isn't clear how the game ends, but there are definitely adventures to be played in this unique video game.

In an attempt to “promote values of dignity, equality, and justice,” the international human rights organization, Breakthrough, has created this video game. This game engages the player in real-life immigration issues (www.breakthrough.tv). In November, this video game will be available for free download from the organization's website.. The organization hopes that the reality of this game will teach players the need for immigration reform by taking players through the real-life situations that many immigrants to the US have to face.

“The game allows you to get into the body of a person, so you can experience what they are going through. There are very few opportunities to get that perspective,” said Mallika Dutt, head of Breakthrough (“Game focuses on immigration issues, cnn.com, 08/03/07).

Screen shots of this interesting twist on the immigration issue can be viewed on Breakthrough’s website – www.breakthrough.tv. As well, the reader can take a crack at the game when it becomes available in November.

Elvira Arrested – Another Fills the Gap

On August 19th, Elvira Arellano, a spokesperson for immigration reform, was arrested and deported shortly after that date. Her year-long stay in a Chicago church ended, but the effect on the nation has not.

On September 19th, another face entered the immigration issue; another family is being affected by the immigration chaos in the US. Antonio Olivo of the *Chicago Tribune* wrote in his article “Immigration fight splits family” about a recently naturalized citizen, Tony Wasilewski, who became an American citizen after almost 18 years. However, his wife and son were not in the audience the day that ended 18 years of red-tape because both had recently been deported back to Poland.

Where will the issue of immigration end? Will our government find a solution that pleases everyone? Why is it so hard to immigrate to the US? In the end, these are questions that we must be interested in – because they are questions that are going through our students’ minds as we teach them English.

“Immigration Activist Arrested Outside L.A. Church”, cbs2.com, August 20, 2007 and “Immigration fight splits family”, chicagotribune.com, September 19, 2007

And something for the classroom...

The next presidential election will be a doozy, and our classrooms will probably be full of the chatter it will produce. But what might be more interesting is how we will be able to bring the debates and other aspects of the election into the classroom.

On July 23rd, a milestone in presidential debates took place. For the first time, average Americans were allowed to leave video questions for presidential hopefuls, and, from one report, the questions and the answers they created were more than mere pap. The debate included questions from a snowman who asked about global warming. Another question was asked by a shadowed man who asked if the candidates were going to take away his “baby” – his semi-automatic rifle. Even though there were some theatrics, the debate has been called a success by some commentators.

What is more interesting is that youtube has dedicated a “channel” to the candidates. If you go to youtube.com, you can click on a lot more video clips that bring the candidates to task, and you, possibly with your students, can examine the issues and where the candidates fall. User-friendly has entered the political arena, and teachers can use these new resources in the classroom.

Youtube.com and “Substance overcomes novelty”, chicagotribune.com, July 24, 2007

Save the Date
ITBE’s Spring Workshop

**Harper College
Palatine, Illinois
April 19, 2008**

**Workshop details will be
posted on line at
www.itbe.org**

Debbie Sternecky

*Brooks Middle School and
National Louis University*

Games for Learning

Games are fun for everyone, but they can also help make learning engaging for ELLs. Just as parents often grind up vegetables to sneak into their young children's food, games offer a way to sneak learning into fun. Whether used for test review, reinforcement of new concepts, or as an entertaining teaching activity, there are games available to suit just about every need.

Internet Games

Kaboose

<http://funschool.kaboose.com/index.html> This kid-friendly website offers a wide variety of colorful animated games. They are divided into various categories, including Language, Science, Geography and History, and Arts and Music Games. Geared towards an elementary-aged audience, these games can help reinforce academics as they entertain.

English Club (www.englishclub.com/esl-games)

This easy-to-use website contains simple games such as "hangman" and "jumbled words." Easy to navigate by students, the games range in difficulty from easy to challenging.

Create-your-own games

Spellmaster (www.spellmaster.com)

These are my favorite downloadable vocabulary/spelling games. The four games (Jigsaw, Matchword, Speedword, and Wordweb) are sleek and professional looking. For vocabulary or spelling review, there's nothing easier to create, or more fun to play! You simply

download the Spellmaster files and then make changes to the included "Word.txt" file. It's a snap to make the changes; you just open the file in Notebook (a simple word processing editing program included in all Microsoft computers), key in your vocabulary words and definitions (separated by a comma), and save the changes. That's it! When you open any of the 4 Spellmaster games, your vocabulary words are automatically loaded as well. The games can then be played offline or uploaded to a website. Spellmaster recently introduced a version of its games that allows you to record your voice as part of the activities. This is a wonderful way not only to personalize your lessons, but also to improve the listening skills of your English Language Learners.

Hot Potatoes <http://hotpot.uvic.ca> This software contains six activities including multiple-choice questions, crossword puzzles, and cloze passages. Like Spellmaster games, you can both upload the activities onto a website or use them offline. While the downloads are free "for publicly-funded non-profit-making educational institutions, who make their pages available on the web," be sure to read the entire licensing agreement before downloading.

PowerPoint Games

Ever wonder where teachers get those fun, interactive games that their students talk about long after class is over? Games like *Jeopardy*, *Who Wants to be a Millionaire*, or *Wheel of Fortune*? Many teachers download PowerPoint templates that they then modify to create their own games. In addition to being an incredible slide-show creator, Microsoft's PowerPoint program can also be a terrific framework for making interactive games. Just download the slide show, insert your own questions and answers, and your students

will be in awe of your technical skills. The games are readily available online. Here is one website that has a few favorites: <http://jc-schools.net/tutorials/PPT-games>.

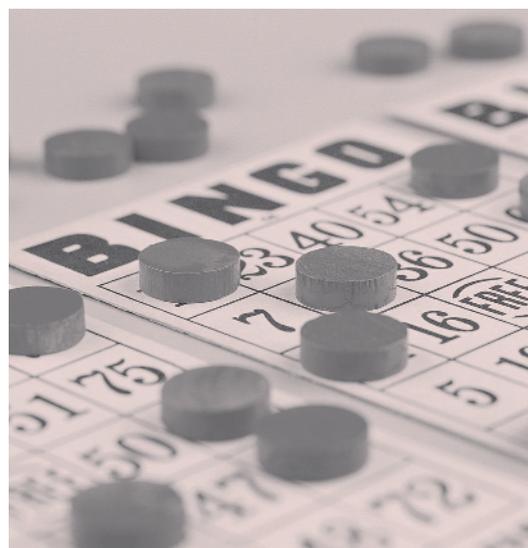
Make Your Own Bingo Board

Make a simple Bingo board in Microsoft Word. This game is very easy to create using a table. You can make the table as large as you want by increasing/decreasing the number of columns or rows. I always have a stack of these blank Bingo games ready for a quick vocabulary review. I write the vocabulary words on the board and the students write them on their Bingo pages (make sure you tell them to scatter them around the board so each person's board is unique). If I have more blanks than words, I'll have students write "Free" in a few spaces. I sometimes also include my name or the names of school administrators to fill the spaces. When it's time to play the game, just call out the definition (the definition for my name would be something along the lines of "your terrific ESL teacher"). Students can either make small marks on the board or they can cover the called-out words with paper clips or other small items. Four-in-a-row (or four corners) wins. Students also have to spell the words correctly to be able to win.

Here's how to make the board in Word (with a few keyboard shortcuts): In a new document, type "Bingo." Center the word by pressing "Ctrl+e" (press and hold the Ctrl button as you tap the "e" button; release both at the same time) or by clicking the "center" button on the formatting toolbar. Select the word "Bingo" with the mouse, and press "ctrl+b" to make the word boldface. Press the "Enter" key twice. To insert the table, click **Table** on the menu bar, and then **Insert, Table**. In the "Insert Table" window, key in the desired number of columns and rows for your table. (Remember, columns run from top to bottom, like columns of a build-

ing, and rows go from left to right, like rows of a theater. The table on my Bingo document has 5 columns and 4 rows.) When you first create the table, the rows are very narrow, but we'll soon change that. Place your mouse over the bottom border of the table (when it's correctly positioned, it will become a double-headed arrow which points up and down). Click the left mouse button and drag the border towards the bottom of the page. Release the mouse button. (Be careful not to drag it too far or it will cause the bottom row to jump to the next page. If this happens, click **Edit, Undo** and try it again). Now your bottom row is very tall, but the others are narrow. To make all of the rows the same height, select the entire table by clicking **Table, Select, Table**. Then click **Table, Autofit, Distribute Rows Evenly**. Now all your rows should be the same height and your Bingo board is ready to print, fill in, and play!

If you have a favorite ELL website or computer tip you would like to share with your ITBE colleagues, please e-mail me at dsternecky@yahoo.com. In the upcoming issue, I'll also answer common tech questions, so feel free to e-mail any of yours to me as well.





ILLINOIS TESOL•BE FOURTEENTH ANNUAL ESL STUDENT WRITING CONTEST RULES 2007-2008

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. Two categories will be awarded 1st, 2nd, and 3rd prizes of \$150, \$100 and \$75. Category A comprises students in Grades 6-8; Category B comprises students in Grades 9-12.

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 (see 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 page 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, 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 condition.

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 of the two categories A and B (A=grades 6-8 and B=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, families, and their sponsoring teachers will be invited to read their essays at the ESL Writing Contest Special Recognition Awards Ceremony at the Illinois TESOL/BE Annual State Convention. This event includes the reading of the award-winning essays, the presentation of certificates and awards to sponsoring teachers and winning students, and their families, all of whom are invited to refreshments afterwards.

DEADLINE - ALL ENTRIES MUST BE POSTMARKED NO LATER THAN December 15, 2007.

MAIL ENTRIES TO: Illinois TESOL•BE ESL Student Writing Contest
Dr. Pat Gillie
New Trier Township High School
385 Winnetka Ave.
Winnetka, IL 60093

OR EMAIL ALL ENTRIES TO: gilliep@newtrier.k12.il.us

ALL SPONSORING TEACHERS WILL BE NOTIFIED OF THE RESULTS OF THE WRITING CONTEST.

For more information, visit www.itbe.org



ILLINOIS TESOL/BE
FOURTEENTH ANNUAL
ESL STUDENT WRITING CONTEST
2007- 2008
ESSAY COVER SHEET

CATEGORY A: Grades 6-8 **CATEGORY B:** Grades 9-12
(PLEASE PRINT)

NAME OF STUDENT _____
FIRST LAST

GENDER: MALE FEMALE

HOME COUNTRY: _____

FIRST LANGUAGE: _____

SPONSORING TEACHER: _____
FIRST LAST

NAME OF SCHOOL: _____

SCHOOL ADDRESS: _____
NUMBER STREET
CITY STATE ZIP CODE

SPONSORING TEACHER'S EMAIL ADDRESS: _____

TELEPHONE NUMBER: _____
(BEST PLACE TO REACH SPONSORING TEACHER)

CHECK THE APPROPRIATE GRADE: Grades 6-8 Grades 9-12

MAIL ENTRIES TO: Illinois TESOL•BE ESL Student Writing Contest
Dr. Pat Gillie
New Trier Township High School
385 Winnetka Ave.
Winnetka, IL 60093
OR EMAIL ALL ENTRIES TO: gilliep@newtrier.k12.il.us



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

Illinois TESOL•BE demonstrates its commitment to the field of English as a Second Language and Bilingual Education each year by awarding two \$1,000 graduate and one \$500 undergraduate scholarships 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 TESOL•BE (see box below).
- submit a completed application form, along with all required supporting materials.

CHECK ONE:

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

PLEASE PRINT:

Name: _____

Street Address: _____

City, State, Zip Code: _____

Home Phone: _____ Work Phone: _____

E-mail: _____ ITBE Membership Expiration: _____

School Name and Degree Program: _____

(Check one) Currently Enrolled Will Enroll in 2007-2008

Have you received this ITBE scholarship before? Yes No

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.
- 3) An official transcript of your academic work. (Unofficial transcripts will **not** be accepted.) A letter of acceptance is required if you are not currently enrolled in an academic program.

All applicants for the \$1,000 Graduate and the \$500 Undergraduate Scholarships must have valid memberships in Illinois TESOL•BE through March 2008. To become a member of ITBE or to renew membership, mail a completed membership application and your dues along with your scholarship application materials. You can also renew your membership online at www.itbe.org. Membership applications are available on our web site or in the ITBE Newsletter. Check your status by using your member log-in on the ITBE web site or by e-mailing us at membership@itbe.org.

MAIL COMPLETED APPLICATIONS, POSTMARKED BY DECEMBER 14, 2007, to:

Awards Committee Chair
Illinois TESOL•BE
PMB 232
8926 N. Greenwood
Niles, IL 60714-5163

Scholarships will be awarded at the 34th Annual State Convention on February 29, 2008 in Naperville, IL. Recipients will be notified by phone and by email. Attendance is expected. For additional information, please call (312) 409-4770 or visit our website at www.itbe.org.

ITBE Professional Development Award Application

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 covers registration for the February 29-March 1, 2008 ITBE convention in Naperville, IL. In addition, either hotel accommodations for Friday night or a maximum of \$50 worth of transportation expenses will be covered.

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 through March 2008; 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 Membership expiration date: _____

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.)

MAIL COMPLETED APPLICATIONS, POSTMARKED BY DECEMBER 14, 2007, to:

**Awards Committee Chair
Illinois TESOL•BE
PMB 232
8926 N Greenwood
Niles, IL 60714-5163**

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

TESOL•BE 3rd Annual Statewide Elementary Poetry Contest

Attention all Primary and Intermediate ESL/Bilingual Education Teachers:

This year, Illinois TESOL•BE (www.itbe.org) is sponsoring its third statewide Elementary Poetry Contest. This is a great opportunity for your students to let their creativity shine, communicate powerfully in the English language, and express the importance of their own culture/cultural experiences.

We encourage you to have as many of your students as possible participate. Please visit the Illinois TESOL•BE website for more detailed Guidelines and Rubrics. Winning applicants will receive a gift certificate award for first and second place in grade levels 2, 3, 4, and 5. Recipients will also be recognized at our Annual Convention on Friday, February 29, 2008, or Saturday, March 1, 2008 at the Holiday Inn Select, Naperville, Illinois. The essay cover sheet must accompany the written entry. All essays must be postmarked by Monday, December 31, 2007.

For additional information on the Illinois TESOL•BE Elementary Poetry Contest, please visit our website at www.itbe.org, or contact

Margaret Gigous
North School
150 W. Sunset
Villa Park, IL 60181
(630) 530-6285 (work) (630) 627-7578 (home)

Thank you for your consideration. We look forward to hearing from you.

Sincerely,
Margaret Gigous and Ruth Becker
Illinois TESOL•BE Elementary SIG Co-Chairs

Eligibility:

Contestant must be a student who is:

- ◆ A full-time student enrolled in grades 2–5 in the state of Illinois.
- ◆ A non-native speaker of English enrolled in a TBE/TPI program.
- ◆ Sponsoring teacher must be a current member of Illinois TESOL•BE.

Form:

- ◆ Students are to write an original Acrostic, Diamante, Haiku, or “Open” poem. Font: Any style or size.
- ◆ The poem can be handwritten. It must fit on one 8½” x 11” piece of paper.
- ◆ Entries must be submitted with a complete cover sheet (see p.18 in this newsletter). Cover sheet must include the student’s name, grade level, home language, name of the sponsoring teacher, name of the school, school address, and school phone number. (There will be no identifying information such as the contestant’s name or school on the page of the poem).

Conditions:

- ◆ Failure to abide by any of these rules and conditions will result in the disqualification of the student’s poem from the competition.
- ◆ Each student may submit only one poem.
- ◆ The sponsoring teacher must be a current member of Illinois TESOL•BE.
- ◆ All poems become the property of Illinois TESOL•BE.

- ♦ All poems must be original material of the author.
- ♦ The poem is based on prior knowledge or experiences.
- ♦ No teacher editing.
- ♦ Computer editing (grammar check) will not be allowed, except for spell check.

If a student has plagiarized any part of the poem, it will result in immediate disqualification.

Topic:

Diamante Poem: Write one Diamante poem that compares an aspect of American culture to your culture.

OR

Acrostic Poem: Write one acrostic poem using one or 2 words. The content of the poem must be about an aspect of your culture or your perspective on American culture.

OR

Haiku Poem: Write one poem in which the content of the poem describes nature within your first country or your perspective on American culture.

OR

Open Poem: Write one poem in which the content of the poem discusses an aspect of your culture or your perspective on American culture.

Judging:

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

Certificates of Merit will also be presented to the winner of each category.

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 ELL Poetry Contest Awards Ceremony at the Illinois TESOL-BE Annual State Convention on Friday, February 29, 2008, or Saturday, March 1, 2008 at the Holiday Inn Select, Naperville.

Winners will have their names and entries published in the ITBE Newsletter and a photo will be taken with board members.

Refreshments will be served to the poetry winners, their families, and the sponsoring teachers.

Deadline:

All entries must be POSTMARKED NO LATER THAN MONDAY, DECEMBER 31, 2007.

Mail Entries to:
 Illinois TESOL•BE ELL Poetry Contest
 Margaret Gigous
 North School, V.P.S.D # 45
 150 W. Sunset
 Villa Park, IL 60181

All sponsoring teachers will be notified of the results of the Illinois TESOL•BE Poetry Contest.

TESOL•BE 3rd Annual Statewide Elementary Poetry Contest Cover Letter Sheet

(Please Print)

Name of

Student: _____

First

Last

Student Information:

Gender: M F Home Language: _____

Grade Level: 2 3 4 5 Years living in the United States: _____

*** Sponsoring Teacher MUST be a current member of Illinois TESOL•BE ***

Sponsoring Teacher's Information:

Sponsoring Teacher: _____

Email address: _____

Name of School: _____

School's Telephone Number: _____

(Sponsoring teachers will be contacted through their school district).

School Address: _____

Number

Street

City

State

Zip Code

Mail Poems to: Illinois TESOL•BE ELL Poetry Contest
Margaret Gigous
North School, Villa Park S.D. 45
150 W. Sunset
Villa Park, IL 60181

MEMBERSHIP APPLICATION

NEW RENEWAL DATE _____

PLEASE PRINT OR TYPE

Name(s) of Employer(s): _____

NAME _____

Mailing Address _____

Home Phone () _____

Work Phone () _____

City _____

Fax () _____

State _____ Zip _____

E-mail Address _____

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):

- Convention
- Awards
- Fundraising
- Membership
- Newsletter
- Publicity
- Professional Concerns
- Nominations
- Technology
- Exhibits and Advertising
- Part-Time Issues
- Professional Development Events

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

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

- Dec 7-8** **Northern Region Adult Education Fall Conference**
Indian Lakes Resort, Bloomington
Contact: www.thecenterweb.org

- Jan. 8 - 11** **31st Annual Statewide Conference for Teachers of**
Linguistically & Culturally Diverse Students
Oak Brook Hills Resort Marriott, Oak Brook
Contact: www.thecenterweb.org

- Jan. 26** **ITBE Board meeting, 10 a.m.**
College of DuPage
Contact: www.itbe.org

- Feb. 15** **ITBE Board meeting, 4 p.m**
North Park University
Contact: www.itbe.org

- Feb. 29-** **34th Annual ITBE State Convention**
Mar. 1 Holiday Inn Select, Naperville
Contact: www.itbe.org

- Mar. 5-7** **IACEA Conference**
Springfield Hilton, Springfield, IL
Contact: www.iacea.net

If you need information on the above dates, please visit website at itbe.org





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

PMB 232
8926 N. Greenwood
Normal, IL 60714-5163

NON-PROFIT
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