

Storytelling as a Bridge to Adult Language Learning

by Cheri Pierson, Beata Lasmanowicz, Carolyn LaCrosse, and Anitra Shaw

'We have told stories since the beginning of time. They are the narratives of life, spanning the centuries and connecting the generations.

They are the vessels in which we carry our shared adventures and most precious memories.'

Quote from Storytelling Foundation International, as cited at www.creativekeys.net/StorytellingPower/article1001.html

The adage “everyone loves a good story” seems to be true across all cultures. As many English as a Second Language teachers know, a well chosen, effectively delivered story quickly engages learners and draws them into a lesson. In addition to its natural appeal, storytelling has proven to be an effective means of second language teaching. Pesola (1991) suggests that stories are “one of the most powerful tools for surrounding the...learner with language.” Indeed, there are many reasons why we should explore the use of storytelling in our classrooms. According to Krashen’s Affective Filter Hypothesis, “best acquisition will occur in environments where anxiety is low or defensiveness absent” (Brown, 2007). Effective use of stories may help lower students’ affective filter during the language learning process, thereby optimizing their potential for acquiring language. Stories are also an excellent vehicle for providing comprehensible input (i.e., language that is slightly beyond students’ current level of competence) (Hendrickson, 1992), and the hearing and telling of stories “allows learning to take place more readily and more naturally within a meaningful, interactive communication context” (Fitzgibbon and Wilhelm, 1998). In fact, storytelling promotes interactive, collaborative classrooms which reflect a teaching/learning philosophy that values student control and cultivates positive feelings of worth and self-confidence (Fitzgibbon and Wilhelm, 1998). Not only that, but a story also readily provides a vehicle for integrating multiple learning opportunities (listening, speaking, writing, reading, grammar, vocabulary) into a single instructional element. In this article, we will discuss how to effectively use storytelling in an adult ESL classroom and will demonstrate that storytelling can be used as a bridge to focused language instruction, to lessons about the target culture, and to literature.

Let us begin with examining what storytelling is. A *story* is a narrative account of real or imagined events that contains characters and a plot and can be long or short, extremely simple or highly complex (our definition). The *telling* of a story involves an oral presentation to an audience that is not merely the reading aloud or verbatim recitation of a story, but re-creating an event and inviting listeners to involve themselves. Telling a good story requires several key components. First, know your listeners well and choose a story that they can relate to and will find interesting. Second, tailor the complexity of your chosen story to the listeners’ level by varying the amount of details, difficulty of vocabulary, use of idioms, overall length, and the grammatical structures and tenses that you use. Third, thoroughly familiarize yourself with the story before presenting it so that you can *tell* the story, rather than merely read it aloud. Fourth, maintain eye contact, vary your rate of speech and tone of voice according to the story’s events; use appropriate gestures, facial expressions, visuals, props, and other creative elements to enhance your story and convey to your students that *you* find the story interesting and that it is worth engaging oneself in.

Material for good stories is all around us. You might select an event from your own life or the lives of people you know. Incidents from biographies, novels and plays, as well as fairy tales, legends, myths, fables, and parables are other great source materials.

Story ideas can also be found in simplified ESL readers and condensed versions of best-selling novels. The freedom inherent in *telling* stories is that instructors can either choose stories according to students’ proficiency level or can simply adjust the complexity of a story to the students’ level.

We will now discuss how we have used storytelling in our adult ESL classrooms and

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About the Newsletter

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:

March 15 • June 15 • September 15 • December 15

Articles and other items for consideration should be submitted as Microsoft Word attachments to email and sent to: news@itbe.org

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.

Advertisement Information

The *Illinois TESOL•BE Newsletter* limits the space devoted to advertising. To inquire about placing an ad in the *Newsletter*, contact Marsha Santelli at (773) 525-3960 or e-mail marsantell@aol.com.

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(Continued from page 1)

demonstrate how storytelling can provide a bridge to focused language instruction, to teaching about the culture of the United States, and to literature.

Effectively told stories will be enjoyed for their own sake, but they can also be used as an engaging bridge to a wide variety of instructional activities. For example, a story can provide an interesting springboard to practice a particular grammar point being studied in class. If working on the past tense, provide a handout with the story written in the present and direct students to rewrite or retell the story in the past. Alternately, rewrite the story making targeted mistakes (such as those commonly found in students' writing or mistakes on grammar topics currently being studied in class). Give this mistake-riddled copy to students and have them find and correct the errors.

To use a story as a springboard to writing, tell just part of the story, leaving off at a high-interest moment. Ask students to jot down what they think happens next. This could be a very informal process (journal free-writing), or could be honed and edited into a paper. For low beginners, provide students with a picture depicting an aspect of the story. (*The True Stories in the News* series provides pictures with each story, or you can create your own.) Direct students to work in teams and list as many vocabulary words as they can within a time limit. The team with the most words wins! As a variation: have teams race to be the first to list a specified number words.

A well-told story is also a natural springboard to speaking practice. Discussion about characters' choices, retelling the story to a partner, and telling a similar story from one's own life are just a few examples of ways students can practice speaking skills after listening to a story.

Just as storytelling provides a bridge to these and many other opportunities for focused language instruction, it can also be used in the classroom as a bridge to teaching about culture. Many adult ESL learners struggle in their daily lives because they are not familiar with North American cultural norms. Storytelling can be an effective tool to demonstrate cultural differences and teach social norms in an enjoyable, non-threatening way. Start teaching culture with low beginners using simple stories and visual aids. You can use ready-made stories from books such as *Very Easy True Stories: A Picture-Based First Reader* or other books from Hayer's series. Put the story on an overhead transparency and show it to students frame by frame discussing what happens in each picture. An example of a story that teaches a cultural norm is a story named "Pickles" in *Picture Stories, Language and Literacy Activities for Beginners* (Ligon 1990: 73-78), which illustrates that you should not taste food at a supermarket without paying for it. An entertaining idea would be to bring a jar of pickles to class and have students taste the pickles. Some of them might have never tried eating a pickle before! Keeping in mind that our students daily face situations where cultural differences are an issue, try to create a low

anxiety atmosphere in your classroom. Help your students realize that everyone can make a mistake or cultural faux pas. You can foster this type of non-threatening classroom environment by thinking of a situation when you did or said something in a foreign country that caused embarrassment and use that story as a teaching tool. Your story will not only help you connect with your students on a personal level, but also activate their schemata (i.e., background knowledge). Generating students' interest and lowering affective filters will increase students' receptivity to learning about a cultural or social norm, as well as facilitate the learning of the four language skills, grammar or vocabulary. Storytelling can also be used as a bridge to great literature. Intermediate to advanced level learners of English are required to read content from authentic sources. Providing literature such as the plays of Shakespeare can be an intriguing and challenging experience. Choose a play like *King Lear* and give some background (e.g., setting, main characters, plot). Write a synopsis of the play in story form. Have students read it and discuss it as a class. Highlight challenging vocabulary. Invite students to a Shakespeare evening where they can eat and enjoy viewing a film of the play. Afterwards, examine a major theme such as Lear's descent into madness. Depending on time, students can view one act or the entire play.

The above examples are only a few of the many possible ways instructors can use storytelling across proficiency levels as an engaging bridge to practice and reinforce specific topics and skills being covered in class. Therefore, whatever your objectives are, we encourage you to use storytelling, which is not only effective but also an enjoyable teaching tool!

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In the past year, ITBE has increased its presence on the net. ITBE is now more available at your keyboard-tapping fingertips.

In addition to the ITBE website (itbe.org), ITBE updates can now be viewed on Twitter and Facebook. Our TESOL affiliate can be found on Twitter at <http://twitter.com/ITBE> and on Facebook by searching for "ITBE Illinois TESOL & Bilingual Education."

Now you can display your support of ITBE and ESL concerns while you're connecting with like-minded individuals while hanging out on these fine social networking sites.

Of course, the MMS (Members Management System) (AKA Member Only Log-in Area) remains a valuable resource for our membership. Once you log-in through the ITBE website, you can update your personal information, vote in ITBE elections and fill out ESL-related surveys.

If you have any questions regarding ITBE's virtual life, feel free to email Steven Teref, ITBE Tech Chair at technology@itbe.org.



Message From The President

Maja Teref - ITBE President 2009-2010

Colleagues, Lend Me Your Ears!

I come to greet you and inspire you as your new ITBE President, and I am truly honored and humbled to be awarded the opportunity to serve your professional needs while at the helm of the 2009-10 ITBE Board.

To briefly introduce myself, I have served on the ITBE Board for seven years, mostly in the capacity of Technology Chair. For the past fourteen years, I have been teaching ESL and, more recently, AP English at Roosevelt High School in Chicago. Prior to this, after completing my M.A. in Applied Linguistics at UIC (University of Illinois at Chicago) under the tutelage of one of the most passionate, caring, and devoted professionals in the TESOL field, our dear late Dr. Elliot Judd, I taught both in higher ed. and adult ed., namely at Columbia College Chicago and Truman College. Thus, in the span of my teaching career, I have taught in a wide range of ESL classroom environments, as many of you have and can relate to.

Before I brief you on the accomplishments of the current ITBE Board, I would like to thank the current ITBE Past President Betsy Kubota whose admirable leadership and passionate commitment to furthering this organization's causes set a great example to the entire current board.

At the same time, I would like to congratulate Kimberly Sanford on becoming ITBE's new Newsletter Editor and thank Russell Clark for his commendable work on this worthy publication and wish him good luck in his new position as the Director of ESL Programs at Ohio State University. Also, I would like to welcome the new board members: Diana Booth, Professional Development Chair; Gevik Anbarchian, Professional Development Committee; Richard Sasso, Professional Concerns and Part-Time Issues Chair; Heather Torrie, Membership Committee Chair; Jacqueline Cunningham, Membership Committee; Kelly Cunningham, Adult Ed SIG Chair; and Christensen Low, member-at-large.

Since the new board began on July 1, 2009, ITBE has already planned a host of activities for you, all proudly displayed at <http://itbe.org/index.html>, tweeted at

<http://twitter.com/ITBE>, and shared on Facebook. First, the next ITBE Convention *Changing Times, Changing Lives*, to be chaired by another former student of Elliot Judd's, our scintillating Jill Blair, is scheduled for February 26th-27th, 2010. The Friday morning plenary speaker is Dr. Janet Zadina, a neuroscientist, whose insightful presentations on the brain and learning have received nothing but rave reviews. Renowned applied linguist Dr. Patsy Lightbown, the Saturday opening plenary, will tell us what current second language research suggests about how and what to teach.

And that's not all: ITBE's Fall Work-shop titled *Tech Talk for ESL/Bilingual Teachers*, with Susanne McLaughlin, Director of the English Program at Roosevelt University and former Chair of the Computer-Assisted Language Learning (CALL) Interest Section of TESOL, at Harper College on October 17th, as you know, was a tremendous success. Also, the Spring Workshop, titled *Active Learning*, with Dr. Alan Seaman, a renowned Professor at Wheaton College, as the plenary speaker, will take place at NIU (Northwestern Illinois University) on April 10th, 2010. Both workshops result from the endeavor of ITBE's fierce new Professional Development Chair Diana Booth and her team.

Not only does ITBE have a full schedule of professional development activities for you, but this hard-working volunteer organization would like to offer you awards and financial help in these difficult times. For example, the ITBE Teacher Innovation Grant Committee, headed by Parliamentarian Kasia Stadnik, is offering up two grants of up to \$1,000 and the deadline is November 2, 2009 (for more info:

<http://itbe.org/teacherinnovation.htm>).

Additionally, the Elliot Judd Outstanding Teacher Award Committee, headed by Catherine Porter of ALC (Adult Learning Center), Kathy Judd of Truman College, and Jessica Williams of UIC (University of Illinois at Chicago) is awarding \$500, plus a one-time registration fee waiver for the Annual ITBE Convention. The deadline is December 11, and for more information, visit <http://itbe.org/judd.htm>.

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In addition to providing its membership with professional development, networking opportunities, and awards, one major piece of ITBE's mission has been advocacy. This year marks the third year that ITBE has been involved in TESOL's Advocacy Day, and this past June, Past President Betsy Kubota advocated on behalf of ITBE in the Capitol Hill offices of Judy Biggert, and Congressman Phil Hare for much-needed funding for adult ed. and changes to NCLB (No Child Left Behind). I am sure you will be very excited to read about her trip to D.C. in our newsletter.

So why become involved with ITBE? When in graduate school, Dr. Elliot Judd continuously emphasized the importance of keeping abreast of current educational theory by joining ITBE and TESOL. Being part of ITBE, I have attended conferences and workshops, networked with ESL professionals, and lobbied for changes to NCLB by meeting with the Education Staff of then-Senator Barack Obama and exchanging information with Ted Kennedy's Education Advisers. These are only a few examples of the wide variety of experiences that ITBE has given me. Not to mention the pleasure and honor of working on the logistics of the ninth largest TESOL chapter with some of the most devoted ESL professionals and former ITBE presidents such as Marsha Santelli, Kasia Stadnik, Russell Clark, and Betsy Kubota, to whom I extend my heartfelt thanks for all their support and mentoring.

I look forward to your input and my communications with you, and would like to encourage you to become involved in ITBE's many committees and projects, which you can learn about on ITBE's website. I invite you to join me in keeping our field relevant and vibrant!





Illinois TESOL•BE Participates in TESOL Advocacy Day 2009

By Betsy Kubota, Past President

On June 24, 2009, Betsy Kubota, Past President of IL TESOL•BE, joined 22 other TESOL members representing 18 U.S. based affiliates in Washington, DC for TESOL Advocacy Day 2009. This event featured a day of issue briefings and workshops, capped by visits to Congressional offices on Capitol Hill. The goals of Advocacy Day were not only to lobby on key issues for TESOL, but also to provide an interactive learning experience for affiliate representatives on elements of advocacy. By the end of the day, TESOL members had visited the offices of more than 70 representatives and senators.

Responding to recent Congressional action, TESOL Advocacy Day 2009 was focused on adult ESL and the efforts to reauthorize the Workforce Investment Act (WIA). To maximize the impact of TESOL Advocacy Day, key members of Congress serving on the education and appropriations committees in the U.S. Senate and House of Representatives were identified for meetings. This year, Betsy Kubota met with staff from the offices of **Senator Dick Durbin, Representative Judy Biggert (Hinsdale) and Representative Phil Hare (Rock Island)** to discuss adult ESL and the impact in Illinois.

To participate, each affiliate representative was required to complete several activities in preparation. For example, participants had to set up their own individual meetings with their Congressional representatives. To assist with this, TESOL provided directions and guidance, as well as the list of specific representatives and senators to contact. This proved to be challenging in and of itself, but after the faxes were sent and several calls were made, aides in the offices of the representatives were willing to meet.

Participants were also sent talking points and background information on WIA and Adult ESL so that they could begin to familiarize themselves with the issues in advance. To help make our Congressional meetings more effective, we were also encouraged to find examples of our own to illustrate the talking points. For example, a Chicago Tribune article about Adult ESL learners was useful for highlighting the difficulty students in Illinois have in getting into classes (“English Learners Face Dwindling Options, Antonio Olivo, Chicago Tribune, May 12, 2009).

TESOL Advocacy Day started with a welcome from **TESOL President Mark Algren**, who was also joined by

President-Elect Brock Brady. The morning workshop was led by **John Segota**, Director of Advocacy and Professional Relations, and was comprised of two briefings. The first briefing featured congressional staff from both the House and the Senate discussing the “view from the Capitol Hill” on WIA reauthorization and the key issues under debate. The second briefing featured representatives from the National Coalition for Literacy, the Center for Law and Social Policy, and the National Council of State Directors of Adult Education who discussed their activities and perspectives on the reauthorization.

Following these briefings, an interactive workshop was held on how to have an effective meeting with one’s congressional representative. This workshop was led by Ellen Fern and Krista Heckler of Washington Partners, LLC, TESOL’s legislative consultants. Participants were provided key information to prepare for their meetings and given the opportunity to role-play. The purpose of the briefings and the workshop was to help us practice and prepare for our meetings on Capitol Hill that afternoon. We learned that the meetings may last 15-30 minutes and how to personalize our points with our own experiences or local insight.

In the 90 degree heat, we made our way to the Hill and found our representatives’ offices. I met first with a staffer in Senator Dick Durbin’s office, and then found my way to the House offices of Congressmen Phil Hare (D-Rock Island) and Judy Biggert (R-Hinsdale). The aides were all attentive and interested, especially Kemi Jemilohun in Rep. Phil Hare’s office who commented on the obstacles adult learners face.

At the end of the day, the participants shared their experiences and what they learned over dinner. The energy level was high as we all the participants discussed what we had gained from our meetings. Overall, everyone agreed this event was a very positive experience for themselves and for the TESOL affiliates.

Additional information about TESOL Advocacy Day, including photographs and video of the interactive workshop, will be available on the TESOL web site at <http://www.tesol.org>. If you are interested in learning more about your Congressional representatives, and the legislative issues TESOL is tracking, go the TESOL U.S. Advocacy Action Center at <http://capwiz.com/tesol>.

2010 Illinois TESOL • BE 36th Annual Convention

“Changing Times, Changing Lives”

Friday – Saturday • February 26th - 27th, 2010 • Holiday Inn Select • Naperville, Illinois



Join us for Friday's Plenary speaker, Dr. Janet Zadina, a cognitive neuroscientist, reading specialist, and former high school and community college instructor. She received her doctorate in the College of Education at the University of New Orleans, conducting her award-winning dissertation research on the neuroanatomy of dyslexia through collaboration with Tulane University School of Medicine. She continued her postdoctoral education with a Fellowship in Cognitive Neuroscience in the Department of Psychiatry and Neurology at Tulane University School of Medicine where she researched neuro-

roanatomical risk factors for developmental language disorders through MRI brain scans. She is currently engaged in neuroscience research as an Assistant Professor in Cognitive Neuroscience in the Department of Psychiatry and Neurology at Tulane and in Psychology at the University of South Florida. Dr. Zadina is author of *Six Weeks to a Brain-Compatible Classroom* – a workbook for educators, among other books. She is the founder of Brain Research and Instruction and has presented keynotes and workshops internationally on brain research and instruction.



Saturday's Plenary speaker, Patsy Martin Lightbown is Distinguished Professor Emeritus (Applied Linguistics) at Concordia University in Montreal. The principal area of her research is second language acquisition in the classroom, particularly the complementary contributions of communicative and form-focused activities. Her research publications have appeared in *TESOL Quarterly*, *Applied Linguistics*, *Studies in Second Language Acquisition*, *Language Learning*, the *Modern Language Journal*, and other professional journals and books. With Nina Spada, she co-authored *How Languages are Learned* (Oxford University Press), an introduction to second language acquisition research for teachers that is now in its third edition. Having lived and worked for more than twenty-five years in Canada, she now lives in Massachusetts, where she

continues her research, consulting, and writing about language teaching and learning. She provides professional development workshops for new and experienced teachers as well as research-oriented courses for students in applied linguistics.

Illinois TESOL • BE 2010 REGISTRATION FORM

Friday – Saturday • February 26th - 27th, 2010 • Holiday Inn Select • Naperville, Illinois

Both convention registration and membership, including payment of fees, can be processed via our web site: www.itbe.org.

1. CONTACT INFORMATION

Name: _____

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Name(s) of School/Employer(s): _____

Home Phone: () _____ Work Phone: () _____

Email Address: _____



I work primarily in: Adult Education Elementary Education Secondary Education Higher Education

2. ILLINOIS TESOL 'BE MEMBERSHIP

Complete the following information to join or renew your membership. Then register for the Convention at the member rate.

1 YEAR MEMBERSHIP

- Regular \$35.00
- Student* \$20.00
- Joint \$45.00

2 YEAR MEMBERSHIP

- Regular \$60.00

Membership: _____

3. CONVENTION REGISTRATION FEES

Check the appropriate box. For questions about GROUP RESERVATIONS, please contact Jane Curtis, (312) 341-3717.

EARLY Registration (Postmarked or posted online through January 22, 2010)

Early registration materials postmarked OR posted online after the EARLY registration deadline will be charged the REGULAR registration price, and the difference must be paid, at the latest, upon arrival at the convention.

Friday and Saturday	Friday Only	Saturday Only
<input type="checkbox"/> Member \$115.00	<input type="checkbox"/> Member \$80.00	<input type="checkbox"/> Member \$80.00
<input type="checkbox"/> Non-member \$160.00	<input type="checkbox"/> Non-member \$125.00	<input type="checkbox"/> Non-member \$125.00
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Early Registration: _____

REGULAR Registration (Postmarked or posted online January 23 through February 10, 2009)

After February 10th, register on-site only at regular rates.

Friday and Saturday	Friday Only	Saturday Only
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Regular Registration: _____

* Students must provide proof of full-time student status.

Registration includes buffet lunch on both Friday and Saturday.

Total: _____

I am interested in working on the following committees:

- Convention Newsletter Professional Concerns
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Special convention rates are only available for reservations made by **February 10th, 2010**.

FOR ADDITIONAL INFORMATION, VISIT OUR WEBSITE AT www.itbe.org EMAIL QUESTIONS TO convention@itbe.org

Elliot Judd Outstanding Teacher Award

Purpose: Whereas, throughout his extraordinary career, Elliot Judd exemplified the characteristics of an exceptional educator and demonstrated outstanding commitment to the field of TESOL, ITBE has established a memorial award in his honor.

The purpose of the award is to honor an ITBE member who demonstrates the qualities exemplified by Elliot Judd: outstanding teaching, dedication to the professional field of TESOL, as well as a commitment to the professional development of colleagues.

Award Amount: \$500, plus a one-time registration fee waiver for the annual ITBE Convention.

Criteria for Award Selection: Nominations are evaluated on the basis of the following:

1. Evidence (as submitted in the nomination) that the nominee has demonstrated excellence as an ESL/Bilingual Education teacher and/or in the preparation and training of ESL/Bilingual Education teachers;
2. Evidence (as submitted in the nomination) that the nominee has demonstrated dedication to the field of TESOL;
3. Evidence (as submitted in the nomination) that the nominee has demonstrated a commitment to the professional development of colleagues;
4. All portions of the nomination, including required recommendations, must be received by the December 11th deadline;
5. Nominee must be a current ITBE member.

To Nominate: Complete the **nomination form at**

<http://itbe.org/judd.htm>. If you are nominating someone for the award, secure one additional letter of recommendation from a colleague who can speak to the qualifications of the nominee. If you are nominating yourself, secure two letters of recommendation. (A recommendation form is included with the nomination form.) Ensure that all nomination materials are postmarked by the deadline of December 11, 2009.

Review Committee: The review committee shall include 2 members of the ITBE Executive Board and 3 representatives from the general membership.

Additional Information:

- The award will be presented at the annual ITBE Convention; award recipients are invited and strongly encouraged to attend in order to receive the award in person.
- Award recipients will be notified of their selection by phone and/or email in advance of the ITBE Convention.
- Award recipients agree to have their names and basic biographical information published in convention materials and/or on the ITBE website.
- The award will be conferred on an annual basis; however, the ITBE Executive Board reserves the right to refrain from offering the award in any given year.
- An individual may receive the *Elliot Judd Outstanding Teacher Award* only once in his/her lifetime.

About Elliot Judd

Elliot Judd joined the Linguistics Department at the University of Illinois at Chicago in 1979, after receiving his BA, MA and PhD from New York University. He developed the master's program in TESOL at UIC and was its popular director for almost 30 years.



Perhaps Elliot's greatest legacy is his insistence on the professional status of TESOL as a field, with knowledge, standards, authority, and influence. When he began his career, TESOL had little professional status and there were few opportunities for career development. Children with limited or no English proficiency were often thrown into classes with other children to sink or swim. Non-native speaking adults might find a night class taught by a well-meaning, but usually untrained individual at a community center. Gradually, through the efforts of dedicated professionals like Elliot, the field began to develop a knowledge base and high quality preparation programs. His tireless and passionate promotion of the field, and the teachers and the learners in it, was a life-long commitment.

Elliot was an influential member of international TESOL, acting as its president from 2005-2006, as a member of the Executive Board, as Chair of the Annual Convention, and as Director of the Summer Institute. He was a member of ITBE since its early days, serving the association in many capacities and encouraging countless new teachers to join and become active in their state professional association.

Elliot was the founding editor of the TESOL Journal, a publication dedicated to the interests of classroom teachers. He co-edited several books, and wrote numerous articles and book chapters. Much in demand as a speaker, he gave plenary presentations, papers, and workshops on every continent. His academic work focused on the socio-political factors that have shaped American language policy, both past and present, especially in the teaching English to immigrants. He frequently wrote and spoke out against English-only policies that abrogate the rights of non-English speakers and was a champion of the linguistics rights for speakers of all languages.

For all his dedication to the institution of TESOL, Elliot was, at heart, a teacher, utterly devoted to his students. At UIC alone, he mentored close to a thousand students. He instilled in these new teachers a respect for that knowledge, authority, and influence which has come to characterize the profession. And they, in turn, have passed on what they learned from him to thousands of their students. Many Illinois ESL and Bilingual educators were fortunate to have been taught by Elliot Judd.

Elliot passed away on December 9, 2008, after a three-year battle with cancer. Soon after his death, the ITBE Executive Board established the Elliot Judd Outstanding Teacher Award in his honor.

Teacher Innovation Award

ITBE Teacher Innovation Grants Guidelines for Grant Application



Purpose

The ITBE Teacher innovation grants are designed to encourage and facilitate creative and innovative teaching projects by ITBE members.

Grant Awards and Due Dates

Up to two grants of up to \$1,000 will be awarded each year.

Proposals for grant applications are due on November 2. ITBE will review the applications and notify winning applicants on or before November 23.

Selection Criteria

Grant funds may be used for creative and/or innovative projects that directly involve English language learners inside or outside of the classroom. Grants may be used to enhance existing classroom practice or to initiate new teaching and learning opportunities for English language learners. The ITBE Grant Committee will consider these factors when awarding grants:

- The degree to which the proposal represents creativity or innovation for accomplishing the teaching or learning objectives.
- The involvement of English language learners in the project activities.
- The degree to which the endeavor, if successful, could serve as a model or pilot that could be replicated by ESL teachers in other contexts.
- The clarity and specificity of the project description as written in the grant proposal.

Exclusions

Grant funds cannot be used for the following:

- Travel expenses-
- Substitute teacher compensation
- Professional development activities
- Food and refreshments

Grants are not intended to support on-going operations. Grants are, therefore, non-renewable.

Responsibilities of Grant Recipients

1. Use the grant for the purposes described in the grant application.
2. Upon completion of the project:
 - a) Submit a description of the project's implementation and anticipated outcomes in a short article to be published in the ITBE newsletter following the conclusion of the project.
 - b) Present the project's implementation and anticipated outcomes at the next ITBE annual convention following the conclusion of the project. Note: Grantees will receive a Professional Development Scholarship to cover the cost of the registration for the convention and the hotel room. In case of a group winner, up to two grantees per group will receive such scholarship.
 - c) No later than a month after the implementation of the project, send a description of the project and contact information for the ITBE website so that interested people could get more information from the teacher and students
 - d) At the conclusion of the project, submit a record of actual expenditures to the ITBE Board (no later than by the end of ITBE's fiscal year—June 30).

Guidelines for Completing the Application

Complete the online application form at <http://itbe.org/teacherinnovation.htm>. Answer each section fully, clearly, and in detail.



Illinois Teachers of English to
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Languages • Bilingual Education

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THE PROFESSIONAL PLANNER

- Dec. 4** **2009 Northern Region Adult Education Fall Conference**
Hilton Indian Lakes Resort, Bloomingdale, IL
Contact: www.thecenterweb.org
- Feb. 26-** **ITBE State Convention**
Feb. 27 Holiday Inn Select, Naperville
Contact: www.itbe.org
- March 24-27** **24-27: TESOL Convention**
Boston, MA
Contact: www.tesol.org
- Apr. 10** **ITBE Spring Workshop**
Northeastern Illinois University
Contact: www.itbe.org