

## Who's Counting: Part-Time Faculty in U.S. Higher Education and Intensive English Programs

by Russell Clark



A poignant anecdote that has appeared at least twice in the *Chronicle of Higher Education* sets the tone for this essay on an unavoidable controversy: the rise of the contingent workforce in U.S. higher education. I approach this

subject with particular interest in part-timers in intensive English programs (IEP's), programs which are themselves to some extent contingent and subject to sharp increases and decreases in enrollment.

In the anecdote, Matt Hall, a former part-time English instructor, describes an encounter in the parking lot with his community college president. Matt introduces himself: "I teach English here part time." Before driving away in his new Lexus, the president responds to Matt with the words, "Thanks for helping out." Upon reflection, and mindful of the fact that two thirds of this college's courses were taught by part-time teachers, Matt is duly offended, and asks himself, "Helping out?" . . . "So then we are what to this man? Volunteers?" (Bosquet, 2008, para. 1-2).

Matt states his case for having eventually quit adjunct teaching well. This type of interaction with high-level administrators is all too familiar to many of us in the ESOL profession. The reality is that despite the cluelessness and the unintended slight from the president, this situation bespeaks the increasing dependence in U.S. education on an unrecognized and undervalued contingent academic workforce, which has come to represent in the minds of many educators a situation with disastrous consequences. Current conditions have led one recent analyst to declare that "[the] faculty [in U.S. education] is falling apart. The time to do something about it is now." (June, 2009c).

My thesis in this essay is that in looking at this complex problem both generally and with respect to IEP's, solutions are not simple. There is difficulty crunching the numbers, requiring us to compare apples to oranges, part-timer to full-timer, tenure-lines to non-tenure lines, benefitted to non-benefitted positions. Clearly, one thing is certain: Innumeracy, "the mathematical counterpart of illiteacy" and "an inability to deal comfortably with the fundamental notions of numbers and chance"

(Paulos, 1988, back cover and p. 3), and the lack of a political perspective will get us nowhere. We need to know the metrics around part-timers. We need to be informed.

Let me begin by addressing that question posed rhetorically by Hall, "we part-timers are *what* to this man?" – Who *are* we anyway?

Surveys (Wilson, 2009) tend to indicate that the typical part-time adjunct is someone who is smart, well qualified, degreed and highly experienced; someone who knows the mission of his or her institution or program well; someone who is efficient and flexible; and someone who is generous, caring, and has a service orientation. Choosing a pronoun *not all* at random, *she* is also very likely to be female (Drago, 2007; Smith, 2008); white - so hiring her full-time may not be particularly attractive in helping schools enhance their diversity profiles; and from a professional or managerial background, possibly allowing her to sustain low wages with family support, and making her position essentially a "semi-volunteer position" (Bosquet, para. 15). On the other hand, *she* may also be among our most vulnerable employees. She may in fact lack the "family support" that many contingent employees rely on, she may *be* that support, caring for dependent children or adults at home (Louis, 2009, para. 6); forced to work two or three jobs to make a "decent" living (para. 7); and only one illness or injury away from disaster (Culpepper, 2009).

*She*, our idealized part-timer, may also be particularly economically disadvantaged during hard

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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](http://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](mailto: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.

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Graphics and layout by Kerri Bonds.

Printing by: Original Smith Printing  
Bloomington, IL 61701 (309) 663-0325

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times given that, according to an AAUP (American Association of University Professors) survey compiled before the harsh reality of the current economic downturn had set in (June, 2009a), her pay increases did not keep up with inflation during past decade, the period from 2001 through 2008. (This trend reversed itself during 2008-09 simply because the economy was so bad and inflation was at a rock-bottom low.) And perhaps adding injury to insult during these times, an adjunct is in fact often the first line of instructional personnel to lose her job when institutions face “an immediate need to cut expenses” (June, 2009a, para. 13). Unfortunately, however, she may be caught up in yet another paradox: that there may be no one available to teach classes when enrollment increases, as it does during a straitened economy, forcing her to continuously remain “out there” on the job market, needing to stay constantly abreast of where else she might currently be needed. June (2009a) cites John W. Curtis, from the AAUP, as having stated, “How this will all pan out is anybody’s guess.” (para. 13).

Indeed: that is the question. How did we – U.S. higher education – find ourselves in this situation? And to whom can we look for some insights into finding a way out?

Reading the history of the decline of the full-time tenured professorate in the U.S. is sobering. Witness the fact that according to AAUP documents and the *Chronicle*, the contingent academic workforce in the U.S. increased from 43% in 1975 to 65% in 2003, and to 68% in 2008. [See Chart 1.] (Drago, para. 5; Street, 2008, para. 1)

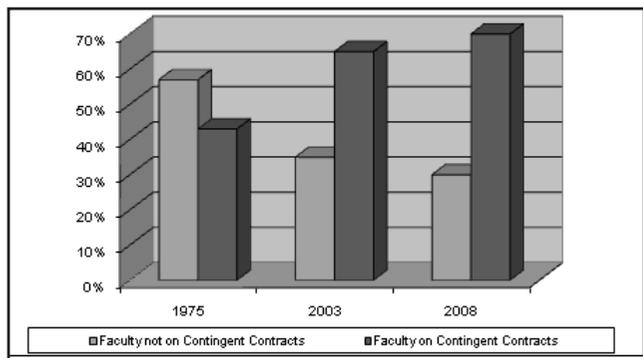


Chart 1: Rise in U.S. Contingent Workforce

And let us also not lose sight of the pay equity issue that goes hand in hand with these figures: that according to one source (Street, para. 3), “68 percent of us earn less than half of what the other 32 percent do for equivalent work”.

It is ironic, and in my opinion terribly sad, to learn that we most likely do not have the support of the American public in seeing that there is anything wrong with the situation described. Public support for academic freedom – the core value generally understood to be the reason a civilized society would maintain a

tenured professorate, however expensive it is to do so – has waned drastically during the same period in which our faculties have flip-flopped in numbers from predominantly full-time to predominantly part-time. During this increasingly conservative period, from the 1980’s onward, academic freedom in the minds of the public may have shifted gradually from a core value to something more like “an aspiration” rather than “a certain right” based upon the First Amendment. (Bowen, 2008, para. 11-12)

Equally worth noting before leaving the subject of tenure as an emblem of the full-time/part-time balance is the number of total new appointments in the professorate. The reader of Chart 1 will notice the sharp decline in non-contingent appointments between 2003 and 2008, indicating that we are simply not replacing ourselves as a full-time (and no offense, aging) faculty. Overall, keeping in mind that some “adjuncts” are full-time and some part-time, there is a distinct trend towards the hiring of *part-time* adjuncts, that figure having risen nationally from 30.2% in 1975 to 50.3% in 2007 (June 2009a, para. 12). This is our landscape, that slightly over half of the professorate in U.S. higher ed consists of part-time adjuncts. It is not surprising that that proportion is undoubtedly much higher in many IEP’s.

The full-time/part-time ratio is of particular concern to IEP’s, and we look widely for guidance in terms of best practices and recommendations by legitimating bodies. The American Federation of Teachers (AFT), for instance, as part of its 2007 Faculty and College Excellence Campaign, suggests a goal of 75% of all (undergraduate) classes to be taught by full-time/tenured/tenure-track faculty, without loss of jobs to current part-timers (June 2008, para. 15), whereas the current reality nationally in the same year, 2007, was that there were three full-time faculty to every seven part-time (Gravois, 2008).

With specific respect to IEP’s, our accrediting agencies do offer some advice, though their guidelines may be broad. The University and College Intensive English Programs consortium (UCIEP) takes a strong stand advocating that part-time or adjunct faculty not be employed on a “full-time continual basis . . . for an extended period of time without access to the benefits provided to full-time faculty” (UCIEP, 2007, Part-time or adjunct faculty, section D). And CEA – the Commission on English Language Program Accreditation – though it makes no *specific* reference to part-timers in its standards, advocates for a commitment to the highest standards for training and professional development of all faculty, and an adequate number of positions “staffed appropriately, and structured to facilitate the achievement of program or institutional goals” (CEA, 2009, Administrative and fiscal capacity, standard 3).

(Continued from page 3)

Saving I believe my best and biggest guns for last, I have been tremendously moved and inspired through the years by the excellent professional stand taken by our parent organization TESOL on behalf of part-time and adjunct instructors, and I invite readers to the TESOL web site to gain a historical perspective. At [www.tesol.org](http://www.tesol.org) (TESOL, various years) you will find two different sets of documents, which taken in concert lay out a very compelling argument:

This argument was begun at the member level, with *member resolutions* as early as the 1980's in support of insurance (TESOL, 1980), other fringe benefits (1981), and health benefits (1994) for part-time instructors; on the "use" (and indeed, by inference, the misuse) of part-time instructors (1988); and in support of professional development for part-timers (2006). Member advocacy has been matched and furthered at the board level in the form of TESOL position statements which have been passed at our annual conventions and subsequently ratified by many TESOL affiliates including ITBE. These include statements on the status of, and professional equity for, the field itself (2003, 2008); on the terminal degree in TESOL (2007); on the value of intensive English Programs in the U.S. (2004); on the status and rights of teachers (2007); and probably most importantly, in the recent past, on equitable treatment of part-timers (2003, 2006), and on fairness and equity in ESL program reduction (2009).

So, is it hopeless for those of us who wish to improve the lot of adjunct TESOLers? Definitely not. And where do we look to for encouraging models, to see that progress is being made? Allow me to conclude with a few recent bright spots for part-timers:

St. John's University, New York, has converted many Writing faculty members to tenure track based on strategic planning and clear priorities (June, 2009c, para. 3). The State of North Carolina as surveyed adjuncts statewide and identified the "moral imperative" in resolving full-time/part-time inequities (Louis, para. 16). In British Columbia, "seasonals" have been given first right of refusal of courses, seniority increases, and some paid research leave (Street, para. 2). The State of California has created "lecturers with potential security of employment" and continuing appointments after six years (Street, para. 2). Southern Illinois University at Edwardsville is establishing new provisions for non-tenure track faculty to become "established" after teaching 36 credits (Street, para. 2). The University of Colorado is experimenting with a new system of tenuring instructors (Street, para. 2). The State of Washington has introduced legislation to grant annual renewable contracts to adjuncts who have taught at least 50 % of a full-

time load for three years (June, 2008, para. 43). And two scholars, Adrianna J. Kezar and Cecile Sam, from the University of Southern California, have developed a new multi-stage paradigm for helping campuses think differently about part-time contingents: "mobilization", "implementation", and "institutionalization" (Schmidt, 2009).

We have far to go. How will we get there? How do we advocate? Be informed. Know the numbers. Stay focused on our core values. Be confident. Be passionate. Be optimistic.

**Russell Clark** is Executive Director of ESL Programs at The Ohio State University and a past President of Illinois TESOL-BE (2007-08). A complete list of references used in this article may be obtained by contacting [clark.1823@osu.edu](mailto:clark.1823@osu.edu)

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# Annual Convention Report

By Jill M. Blair, Convention Chair

ITBE held its **36th Annual Convention**, *Changing Times, Changing Lives*, on February 26-27 at the Holiday Inn Select in Naperville. Highlights of the convention included four unique and informative plenary sessions.

**Dr. Janet Zadina** kicked things off with an exhilarating presentation on brain research and the neurological structures and processes involved in language learning. Those who were present won't soon forget the gorilla in the basketball game! Dr. Zadina followed up with a breakout session that taught more ways to "fire it and wire it." Those who are interested in purchasing Dr. Zadina's book *Six Weeks to a Brain-Compatible Classroom* or in signing up to receive Dr. Z's newsletter should visit her website, [www.brainresearch.us](http://www.brainresearch.us).

**Luis Urrea** closed the convention on Friday afternoon with a moving presentation about culture and the language learning experience. Luis shared stories of his family's history of living in Spanish-language Tijuana and then moving to English-language San Diego. These touching accounts reminded us of the struggles and sacrifices of each of our students.

On Saturday morning, we heard from **Dr. Patsy Lightbown**, who was sponsored by **Oxford University Press**. Dr. Lightbown spoke about Paul Nation's research and the four strands of language

learning. Dr. Lightbown's expertise and passionate curiosity about the language acquisition process were clear and inspiring.

The convention came to a close on Saturday afternoon with a presentation from **One Heart for Congo**. **Antonio Kayamba, Jacques Bisimwa, Pathy Ekal** and **Claude Ilunga** informed us about the on-going violent conflict in their home country, the Democratic Republic of Congo. We learned how the manufacture of electronic devices—cell phones, laptops, game systems, etc.—contribute to this devastating war—the deadliest conflict since World War II.

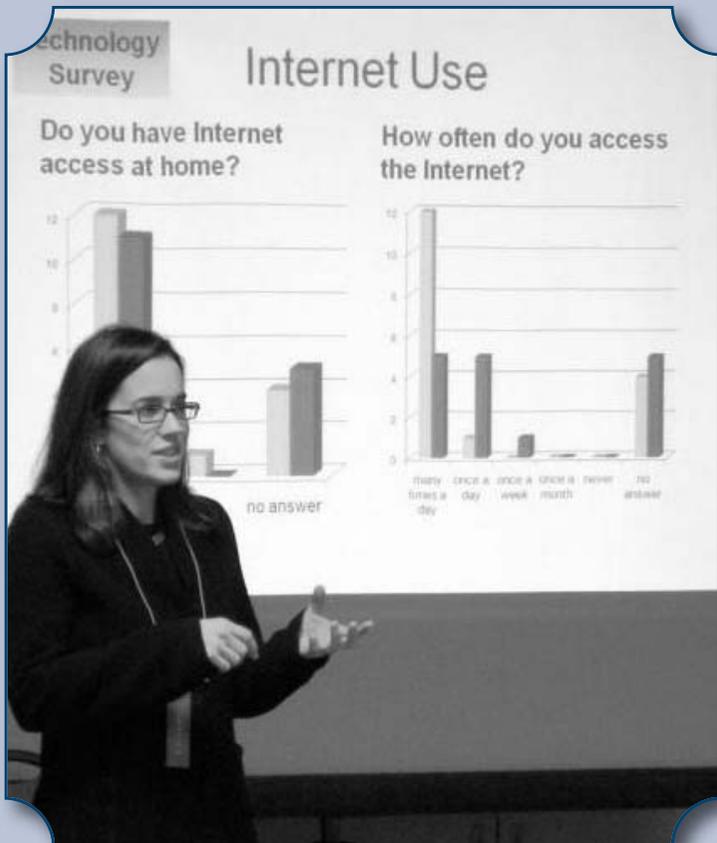
The convention also included enlightening sessions from our featured speakers: **Brock Brady, Paula White** and **Gary Gook**, and **David Barker**. Another highlight was the presentation of the first-ever Elliot Judd Outstanding Teacher Award to **Elizabeth Minicz**.

As Convention Chair I'd like to extend my deepest gratitude to all presenters, volunteers, board members, venue employees and attendees. Each of you played an essential part in the success of the convention. I'd also like to express thanks to **Pearson Longman** for sponsoring the cocktail reception on Friday evening, as well as to all of our publishers and exhibitors for their continuing support.



ITBE Board members keeping the convention running smoothly

# 36th Annual Convention



A variety of sessions provided teachers the opportunity to learn from each others' experience



Convention attendees participated in numerous sessions each day



Plenary session in the Grand Ballroom



Publicity Chair Rebecca Walker and President Maja Taref enjoy the convention.

# February 26-27, 2010



Membership Chair Heather Torrie and Treasurer Susanne McLaughlin at the registration table



Hungry educators waiting for lunch to begin



Opening Plenary Speaker Dr. Janet Zadina



The publishers' exhibit hall during a break between sessions

# Hardest Hit Are Adult Educators

By Richard Sasso  
Part-time Concerns Committee Chair



It is probably the single biggest professional concern for English as Second Language (ESL) teachers, especially those who work with adult immigrants. It is almost certainly the one thing virtually every adult ESL teacher would like to change about his or her working conditions. It impacts everyone involved in teaching ESL – from teachers and administrators to the students themselves.

What's the issue?

It is the issue of part-time employment for ESL teachers, especially those who teach adult ESL. And it has been an issue for a long time, as well. It was a concern when I began teaching ESL to adults, more than fifteen years ago. And even at that time, I was told by “old-timers” that the status quo had been the same for many, many years – as long as anyone could remember, in fact.

I think my story is probably typical of what many ESL teachers who work in adult education find. I taught my first adult ESL class in 1995, and I fell in love with it. And for the following eight years I taught adult ESL in every conceivable format – adult education, workplace ESL, family literacy, and citizenship, usually working two to three part-time jobs at the same time. I worked as a part-time administrator in many of the previous fields as well. I earned an MATESOL in 2002 and applied for the single full-time ESL teaching opportunity in the Chicagoland area, but did not get it. Eventually I decided to work in the K-12 world instead, where I could obtain full-time work. This is where I am today, but I have not forgotten where or how I began my career. When I ran for the board of ITBE, this was one major concern with which I wanted to get involved. So over the last few months, I have done a lot of research into this issue, and I have discovered how wide-spread the situation is in Illinois. As will probably be no sur-

prise to anyone, outside of the specialized field of Intensive English Programs (IEPs), there are very few full-time teaching opportunities in adult English as Second Language instruction. (And there are precious few in IEPs as well.) Many adult education programs rely entirely on part-time staff. Virtually all adult ESL teachers work more than one job, often a full-time job in a different field. Many would love a full-time job teaching adults ESL; usually, a full-time, tenure-track adult ESL job at a junior college will receive hundreds of applications.

What might be more surprising to many, though, is that we are not alone in this situation. The use part-time/adjunct faculty has grown all across all the post K-12 world. In his book, “Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education,” Joe Berry discusses how the growing trend toward “corporatization” has changed the face of employment in the post K-12 education world. He notes that “from 1917 to 1986, the number of part-timers increased 133 percent, while the number of full-timers increased only 22 percent” (Berry 5). In fact, he notes that it has been the case that, “where an entire occupation has been converted from a full-time position to temporary, often part-time, status in the space of a single generation” (Berry 4). The day of the comfortable tenured university professor may well be long gone – if it ever really existed. According to Berry, “Sometime in the 1990’s, the majority of teachers became contingent, either part-time or full-time temporary” (Berry 5). Why the move to do this? More employment flexibility and cost savings it appears. Those who work in higher education have seen this phenomenon clearly, I believe. Even IEPs are coming to rely more and more on adjunct faculty.

And money drives the current situation for adult ESL, although it is not entirely clear how much is actually spent on the field. According to Mary Anne Zehr’s July 30, 2009 column at [www.edweek.org](http://www.edweek.org), the Government Accountability Office can’t even offer an estimate on what is spent on adult ESL because of the multiple funding sources used to pay for it. The core funding, though, comes from the Adult Education State Grant Program, which, in turn is part of the Workforce Investment Act. According to Zehr, about \$564 million dollars goes toward adult ESL programs nationwide. Although more probably comes from

different sources, this is a good estimate. Most of the money, as the title implies, goes to the states, which in turn fund programs that directly provide services to immigrants. This is the case in Illinois.



One of the real accomplishments of organizations like TESOL/ITBE is that we have managed to “professionalize” our work, creating a coherent body of knowledge, professional standards, and so forth. Financially speaking, though, the resources simply have not been delegated to creating remunerative careers in educating adult immigrants in ESL. There are many reasons for this, I suspect. Immigration is a perennially controversial issue – and so is publically financing immigrants’ learning of English. As a friend of mine who works in state government here in Illinois has told me, few politicians feel much pressure to create more and better jobs for those who work with immigrants: most of our students aren’t U.S. citizens (yet) and therefore do not vote and usually make no campaign contributions. There is, then, little impetus to change the structure per se. The “realpolitik” of the situation is difficult to overcome.

The above is especially true in the economic hard times we face. The nation faces the worst economic crisis in several generations. The federal budget deficit is the highest ever. The state of Illinois has a particularly bad fiscal situation as well – it has a budget deficit of approximately \$12.8 billion (as of when I write this). It owes local school districts over \$700 million, for example. So, asking to have more resources allocated to creating full-time jobs for ESL teachers, never an easy argument to make in the best of times, becomes more difficult. More tax dollars for full-time jobs are especially hard to argue for

when so many people are losing their jobs entirely.

What is the direction forward, then? Well, regardless of the political climate, we can begin the hard work of making our arguments to legislators. Hard times don’t last forever, and when times get better, we want to be in the place where we have already gotten our representatives’ attention. So write that letter to your Congressperson, U.S. Senator, and state representative and senator. We need to incorporate our own agendas when we advocate – we so often advocate for our students, we need to be reminded to do it for ourselves. On the practical side, I think we need to do more to recognize and honor the challenges faced by our colleagues who dedicate themselves to working multiple part-time jobs to make a living.

In a deeper sense, though, in my view, there can only be one way out of the situation. It is for all the part-time academic employees (regardless of what or where they teach) to begin to network and work together to find solutions to the over-all crisis in post K-12 education employment. As the old labor saying goes, “Don’t mourn. Organize.” Indeed, to that end, we in ITBE plan on a creating subcommittee of active members who want to organize and begin brainstorming how to resolve this knotty problem.

If you are interested in joining, please email me at [rsasso@sbcglobal.net](mailto:rsasso@sbcglobal.net) and I will get back to you about our future meeting plans.

**Richard Sasso** is the ELL Director at Hinsdale South High School and the Chair of the ITBE Part Time Concerns Committee.



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## Resource Review: 30 Days

by: *Kimberly Sanford*  
Newsletter Editor

Many textbooks at the high beginner through advanced levels of ESL instruction make use of social issues as chapter themes. I have lost count of the number of lessons I've taught on environmental pollution, poverty, school violence, etc. These topics can be an interesting way to spark debate and to compare cultures. However, teachers often get tired of covering the same topics and using the same format semester after semester.

The TV show 30 Days has given me and my students some relief from the same old boring topics. If you're not familiar with it, the premise of 30 Days is to try a different lifestyle for one month. This may sound familiar if you've seen the movie *Supersize Me*; Morgan Spurlock, maker of that movie, is also the creator of this

spin-off TV show. Topics include Living on Minimum Wage, Anti-aging, Life on an Indian Reservation, Muslims in America and A Straight Man in a Gay World.

I've found a few ways to use partial or full episodes in the classroom. The first is to introduce or elaborate on a topic that is already covered in the textbook. For example, if our listening textbook contains a unit on poverty, I could use the Living on Minimum Wage episode to take the students' thinking and discussion in a different direction, i.e. lives of the working poor in the U.S. Alternatively, if I find a topic of interest I can use 30 Days to build one or more lessons from scratch. Finally I assign students to choose a topic from 30 Days and create their own presentation. They use clips from the show and do additional research to present to the class.

Episodes of 30 Days can be found as complete seasons on DVD or rented through Netflix. They can also be watched (legally) for free at [hulu.com](http://hulu.com). This flexibility is a great advantage although it may also be a disadvantage for those who don't have access to technology (DVD player, Internet) in their classrooms.

# Change is in the Air

by: Kimberly Sanford  
Newsletter Editor

**W**ith the welcome changing of seasons from winter into spring, ITBE announces its plans to change the newsletter from paper into electronic format. The transition is slated to begin with the Summer 2010 issue.

Last year ITBE membership was surveyed and an overwhelming majority favored the shift to an e-newsletter. After much discussion and weighing of options, the ITBE board voted to use a PDF format. This means that the layout, graphics, advertisements, etc. of the newsletter will all remain the same. In fact the newsletter itself will look exactly the same. The only change is that members will receive an email containing a link to the PDF. Clicking on that link will take readers directly to the PDF where they can read the newsletter in its complete form without clicking on additional links to view various articles. Readers can also print the newsletter in its entirety directly from the PDF. When printed, the newsletter will appear exactly as it always has in paper form.

The board noted several major advantages of an e-newsletter. The costs associated with printing a quarterly newsletter have been substantial. As a nonprofit organization, the funds saved by this change will make it possible for ITBE to increase scholarships and grants in the upcoming years. Additionally, this change will save vast quantities of paper. ITBE is proud to take this and other steps toward increasing sustainability and protecting our planet.

ITBE is not the first to initiate this move toward cost savings and environmentally friendly communications. International TESOL's publication TESOL Quarterly will also be going electronic in the coming months. The ITBE applauds this worldwide trend toward environmental conservation.

As always, ITBE welcomes your feedback. Please direct letters to the editor on this and other topics to [news@ITBE.org](mailto:news@ITBE.org).

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In order to ensure delivery of the electronic newsletter as well as other ITBE communications, take a moment to update your information on the ITBE website. Go to [ITBE.org](http://ITBE.org) and select Members from the menu on the left-hand side of the page. Click Member Log-in to sign in and update your information or to have your password reset.



## Position Statement on Teaching English as a Foreign or Additional Language to Young Learners

Recently the Board of Directors of TESOL approved a revision of the Position Statement on Teaching English as a Foreign or Additional Language to Young Learners. As an affiliate of TESOL we would like to keep our members informed and include the position statement here for your information. This statement outlines the factors that affect the success or failure of a language instructional program. TESOL has other position statements on issues of interest to ESL and Bilingual teachers that you can find on the TESOL website: [www.tesol.org](http://www.tesol.org) in the News section.

**Reprinted from TESOL.org:** Policy changes mandating the earlier introduction of English in foreign language settings are increasingly being implemented worldwide. Although research has suggested that age may have an effect as to the way a language is learned, age alone does not determine success in learning a foreign language. As various sociocultural contexts, government policies, and historical language practices will all impact the success or failure of a language instructional program, there is no single best way to implement an English as a foreign or additional language (EFL/EAL) program for young learners. Rather, effective EFL/EAL teaching for young learners starts with a clear understanding of the following factors and how they relate to one another.

□ **Program planning, content, and learner goals:** Those involved in teaching EFL/EAL to young learners should have a clear understanding of the program's objectives and goals, as well as the extent and structure of the program. What students should know and be able to do should be clearly outlined and established along with how that is to be measured. Where academic-level proficiency is desired, there should be long-term strategies for continued support and articulation between educational levels. The program should have a learner-centered approach, and materials should be selected in accordance with the age of the children, the length of the program, its objectives, and the learning environment. Teachers, trainers, and teacher associations should all be partners in program development, and planners should be flexible in regards to methodology.

□ **Effective teachers: As stated in TESOL's Position Statement on Teacher Quality in the Field of Teaching English to Speakers of Other Languages** (June 2003), native speaker proficiency in the target language alone is not a sufficient qualification for such teaching positions; the field of teaching English to speakers of other languages (TESOL) is a professional discipline that requires specialized training. Therefore, qualified ESL and EFL educators not only should demonstrate written and oral proficiency in the English language (regardless of native language), but also should demonstrate teaching competency. Teachers should have training in teaching EFL/EAL, as well as in the ways young students learn. Effective EFL/EAL teachers should themselves be successful and experienced language learners. Just as important are teachers' personal attitudes toward continued education and learning and their willingness to model language learning for the students with whom they work. Where applicable, EFL/EAL educators should receive the necessary degree, licensing, validation, or certification as determined by their institution, country, or region from qualified EFL/EAL teacher educators.

□ **Programmatic and institutional support:** Depending upon the program model and methodology employed, institutions need to be able to provide the type and level of resources necessary to support the program. Support materials should be designed for both teachers and students with the appropriate cultural context of the country in mind. The culture of the EFL/EAL young learner should be regarded as a valued and respected resource that informs decisions regarding approaches, techniques, activities, learning styles, curriculum design, and materials whether the young learner is in his/her native cultural setting or in a mixed-culture setting in a classroom in a country where English is spoken as a native language. Institutions should provide resources for young learners to be able to portray their cultural values within English-speaking contexts, whenever possible, with the sole purpose of strengthening their own cultural identity at the same time as they are exposed to EFL/EAL learning experiences. Additionally, resource materials should be provided in sufficient quantities so that teachers can do their work well and productively. Community and home support for the program should be encouraged, as well as continued professional development for teachers, as it is an essential part of effective teaching.

What is most important to understand about these factors is that they need to be defined for and understood within the local educational and cultural context. In addition, while the three factors are related, there is not necessarily a direct correlation among them. Just as there is no one way to teach a language, there is no one program or model for all educational contexts. Finding the right balance among these three factors is a key part of delivering an effective program.

### **Resources**

- Block, D., & Cameron, D. (Eds.). (2002). *Globalization and language teaching*. London: Routledge.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Edelenbos, P., Johnstone, R., & Kubanek, A. (2006). *The main pedagogical principles underlying the teaching of language to very young learners*. European Commission.
- Holliday, A. (1994). *Appropriate methodology and social context*. , Cambridge: Cambridge University Press.
- Holliday, A. (2005). *Oxford applied linguistics: The struggle to teach English as an international language*.
- McCloskey, M. L., Orr, J., & Dolitsky, M. (Eds.). (2006). *Teaching English as a foreign language in primary school*. Alexandria, VA: TESOL.



Check out [TESOL.org](http://TESOL.org) for other news and happenings in the world of TESOL/Bilingual Education.



The summer issue of the ITBE Newsletter will focus on K-12 ESL. To share your stories, questions, challenges, etc. with our community of educators, please email submissions to [news@itbe.org](mailto:news@itbe.org). Submissions must be received by June 15 to be considered for publication.



### Interested in contributing but don't have much time?

The ITBE Newsletter is looking for staff writers to join our team. No long term commitment necessary. Volunteers will be contacted on a quarterly basis to see if they are interested in writing an article on a given topic. This is a great opportunity to become a published author and build your resume. Contact Newsletter Editor Kimberly Sanford at [news@itbe.org](mailto:news@itbe.org) for details.

## THE PROFESSIONAL PLANNER

- June 1** Deadline for submitting proposals for 2011 TESOL Convention  
Contact: [www.TESOL.org](http://www.TESOL.org)
- June 23** TESOL's Advocacy Day, ITBE members will be in Washington D.C. advocating for changes to No Child Left Behind  
Contact: [www.TESOL.org](http://www.TESOL.org)
- October 16** Fall Workshop, location TBD  
Contact: [www.ITBE.org](http://www.ITBE.org)
- March 17-19, 2011** TESOL Convention in New Orleans  
Contact: [www.TESOL.org](http://www.TESOL.org)

# Candidates for the Board of Illinois TESOL•BE

## THIS IS NOT A BALLOT

It is time to elect three new members of the board and a new Vice-President/President Elect who will serve as president in 2011-12. Please go to the website: [www.itbe.org](http://www.itbe.org) to cast your vote electronically. As a member, you will also receive this information on a postcard. If you are unable to vote electronically, you can vote by mail by marking the postcard and returning it to the address on the card. Please cast your votes by MAY 15 (electronically by midnight or postmarked by May 15).

### VICE PRESIDENT (Vote for one)

**Heather Torrie** Heather Torrie teaches in Purdue University Calumet's intensive English Language Program. Before coming to the Chicago area, she taught ESL at Brigham Young University in Utah, where she received her MA TESOL. She has also taught for several years in various community ESL programs and supervised a volunteer program in Russia.

**Write in:** Nominate someone

### MEMBERS AT LARGE (Vote for three)

**Sana Alavi** Sana Alavi has earned her B.A. in Bilingual Education/ESL from NEIU. She is a proud member of Alpha Chi National Honor Society and currently completing a BA-Thesis. Sana also studied English Literature for two years at York University in Canada. Sana received an undergraduate scholarship at the Illinois TESOL-BE 2010 conference.

**Gevik Anbarchian** Gevik Anbarchian has taught ESL at Niles West and Niles North High Schools since 1999. Previously he taught ESL at the American University of Armenia and Oakton Community College. Gevik holds an MA in ESOL (1999) from the University of Maryland Baltimore County and an MA in Reading (2005) from Northeastern Illinois University. Gevik has been a member of the ITBE board since 2009.

**Larry Berlin** Lawrence N. Berlin (Ph.D., University of Arizona) is Chair of TESL/TEFL and former coordinator of the English Language Program at Northeastern Illinois University. Research interests include effectiveness in language pedagogy, learner issues, pragmatics, critical discourse analysis. Founder of Dialogue Under Occupation and publications include Contextualizing College ESL Classroom Praxis (2005).

**Kathy Larson** Kathy Larson has worked as an ESL educator, consultant, and administrator for over 30 years in the U.S. and abroad. Currently teaching at DePaul University, she has also directed IEP and immigrant ESL programs, and consulted for ISBE, NSSED (special education), worker education and family literacy programs.

**Dana Levy** After graduating from the University of Illinois with a degree in Elementary Education and from Roosevelt University with a Masters in Administration, Dana joined Harper College as Adjunct Faculty three years ago to teach NNL in the Adult Education Department. Additionally, she is a full-time Assistant Principal in Mt. Prospect.

**Debbie Sternecky** Debbie Sternecky has taught middle school and high school ESL since 2002. She currently teaches middle school ELLs in Naperville District #203. She also teaches the technology elective for the ESL endorsement through National-Louis University. Debbie has contributed to the ITBE Newsletter and has presented at ITBE and IRC state-wide conventions.

~~~~~THIS IS NOT A BALLOT~~~~~

You will be receiving a post card ballot in the mail or please visit [www.itbe.org](http://www.itbe.org) to vote electronically.



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Awards

Fundraising

Membership

Newsletter

Publicity

Professional Concerns

Nominations

Technology

Exhibits and Advertising

Part-Time Issues

Professional Development Events

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\* 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.**