

ITBE Newsletter

Advice for Painless Presentations

Terrie Byrne, *Columbia College*

You walk into the convention room ten minutes before your session is scheduled to start. In past sessions and past conventions, you would carefully choose your seat: up front for sessions where you wanted to make sure you got a handout before they ran out, safely in the middle when the session called for audience participation and you just wanted to sit back and take notes, or in the back to make a discreet exit if the session topic didn't turn out to be what you expected. But today you are the presenter. You walk past the rows of empty, expectant seats and head directly for the podium, either full of anticipation over sharing your ideas and experience, or sweaty-palmed with a small voice in your head wondering if it's too late to back out, or a little bit of both. The audience -your audience- filters in, taking seats according to what they think will happen in your session. You smile and glance down at your notes, or your transparencies, or your laptop screen, the screen that right now is asking for a password, which you're sure is something simple like your birth date or your cat's name....which does you no good because right now you can't recall either.

I have presented three times at ITBE's annual convention at Navy Pier, always sweaty palmed, voice cracking, handout shaking as I hold it up, trying to remember what it was I was supposed to be saying, so I'm no expert presenter. However, for the 2002 and 2003 ITBE State Convention, I was in charge of reading the completed audience evaluation forms from every single session and compiling every praise and complaint in a post-convention report to the Convention Chair. I took on this job in part because I wanted to know,

from the audience's point of view, what made sessions successful. One of the things I learned was that ITBE convention-goers, in recognizing the difficulties of presenting, are wonderfully supportive and are thankful for the effort. Their single most common complaint, which really wasn't a complaint, was that they liked what they heard and wanted more--more time to hear the great things presenters had to share, more sessions like the ones they just attended, more handouts to take home with them.

Even knowing this, any presenter will naturally be nervous before a presentation. During a session, any number of problems--fried electrical circuits, misplaced transparencies, poor lighting, or regional cheerleading contests taking place on the other side of paper-thin walls--can ruin an otherwise perfect presentation. Nevertheless, it is possible to take a few steps to help your session unfold into exactly the kind of experience you had hoped it would be.

Session Title and Description

Designing a title and description that gives your potential audience an accurate picture of what to expect in your session is much more important than you realize. Sometimes, however, for unavoidable reasons, after the abstract for a session has been submitted and accepted, your paper can evolve so that by convention time it has taken a slightly different focus. You should always open your presentation with a short summary of its focus anyway, but in the case of a change, it is especially important to let your audience know that research results or new developments in your topic necessitated a slight change in focus.

In addition, it is important to restate for your audience what student-level you will focus on. For technology-based topics, your opening summary should also include the amount of knowledge you're assum-

ing participants already have about your subject.

Handouts

Good handouts include a brief outline (not a verbatim transcript) of what you will cover and a short list of useful resources (a bibliography of books or articles, a "webliography" of websites, or computer programs). If you're doing anything related to the internet, make sure you include the web addresses of every web page you mention. This allows your audience to focus on what you're saying rather than attempt to scribble down web sites as you rattle them off.

So, how many handouts should you bring? One recommendation is to have at least 50. However, some sessions, especially those focusing on practical ESL lesson ideas and anything related to the Internet, can be very popular. From such a

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

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

Alternatively, Microsoft Word documents on disk, with hard copy enclosed, can be submitted. (For those without access to computers, hard copy only is acceptable.) Mail to:

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PMB 232
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Citations and references should conform to APA guidelines. The editors reserve the right to modify any material selected for publication to fit the available space, or to improve on clarity and style. Authors will be consulted prior to publication if changes are deemed by the editors to be substantial.

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Introducing the Executive Secretary for ITBE 2003 - 2006

Yasmin Ranney, originally from Bangalore, South India, is the new Executive Secretary for ITBE, serving a 3-year term, 2003-2006. A multilingual speaker, Yasmin is a state certified teacher, with a Master of Arts in Teaching in Bilingual/Bicultural Education, and a Master of Arts in Educational Leadership and Administration. She is the Assistant Dean of Academic Development at Northeastern Illinois University. She also teaches ESL at Triton College and is currently a candidate for her doctoral degree in Educational and Policy Studies at Loyola University, Chicago. She was recently elected to the District 200 Board of Education for Oak Park and River Forest High School and will serve a 4-year term as board member.

She is enthusiastic about serving as Executive Secretary for ITBE. She advises all teachers, teacher aides, administrators, and others involved with the teaching or learning of a language to become a member of ITBE, saying "ITBE is a wonderful resource which provides excellent professional development opportunities for anyone who teaches ESL. Our organization functions at a high energy level because of the volunteerism and devoted spirit of so many dedicated and wonderful professionals." Yasmin invites all ITBE members to "email or call me with any questions/suggestions, and I will be happy to talk to you about your questions, comments, and concerns."

Welcome to your new position as Executive Secretary for ITBE, Yasmin!

Like dealing with money? Looking for fame and glory?

ITBE is Seeking a Co-Treasurer

Illinois TESOL-BE needs to find a Co-Treasurer to take over from Kathryn Kircher when her term is finished in June 2004. This is a 3-year appointed position on the Executive Board of ITBE, so you don't have to run for election. Here is a general list of the Co-Treasurer's responsibilities:

- ♦ Keep the records of ITBE income and expenses using Quick Books software
- ♦ Provide financial reports to the board
- ♦ Liaison with ITBE's tax accountant
- ♦ Write checks and pay bills
- ♦ Maintain ITBE's bank accounts
- ♦ Serve on the Budget Planning Committee
- ♦ Work with the other Co-Treasurer, who is primarily responsible for resource development

This volunteer position requires the most time during the months just prior to the ITBE annual convention, mainly December through February, as convention registration payments come in heavily during that period. Budget planning is done during the summer and the Co-Treasurers are pivotal to this process. Other times of the year do not require as much time commitment. Ideally, we'd like to find someone who could work alongside Kathryn Kircher in the spring to learn the details of the position and be ready to take over in June.

If you are interested in learning more, please call ITBE at (312) 409-4770 and leave a message, or e-mail us at members@itbe.org.

Message From The Editor

Greetings from your new editor. I would like to begin by thanking the outgoing co-editors, Jane Curtis and Julie Howard, for doing an outstanding job for the Newsletter in the past three years. Through their creativity and hard work, they produced with consistency a quality publication containing a variety of informative and innovative columns, an accomplishment that is a hard act to follow.

As I pondered how I would be able to continue their excellent work, given my inexperience, I decided there are three things I would have to do: get help, get help, get help. Seriously, when I was asked to assume this new responsibility for the Newsletter, I frankly did not know how much work would be involved and how much I would need the support of many other people who have contributed to the Newsletter on a regular basis. Fortunately, most of the people on the Newsletter staff are willing to continue their contribution. I was also able to recruit several new people to come on board - Carol Kerestes as editorial assistant, and Terrie Byrne and Katerina Vallianatos to take Charge of "The Ticker." In addition, Kerri Bonds has been appointed to do the graphics and layout.

As you can see, for this issue, I have kept basically the same format and columns so well thought out by my predecessors. I welcome and will consider any new ideas and suggestions you have to keep our Newsletter an informative, interesting, and pleasant reading for you.

Irene Brosnahan



Your Board At Work

Madonna Carr,
University of Illinois at Chicago

Highlights from the August 23rd, September 20th & October 18th Board Meetings

The Executive Board has been very busy since the 2003 - 2004 year began. New members were welcomed at our first meeting on August 23rd. Two more monthly meetings followed including our annual trek to Illinois State University in Normal, IL, home of our current President, Fabiola Ehlers-Zavala. Here's what the Board has been working on:

- The co-editors of the Newsletter decided to take a break and let someone else take the reins for a while. Jane Curtis and Julie Howard will be greatly missed. Their hard work has produced a complete and high quality publication for our members for the past three years. We are lucky to have another dedicated ITBE member to take charge. At the September meeting, Irene Brosnahan was appointed as the ITBE Newsletter Editor.
- The following Presidential appointments to the Board were made and

approved unanimously at the August and September meetings: Yasmin Ranney - Executive Secretary, George Torres - Publicity Chair, Laurie Martin - Past President, Jean Popowitz, Darcy Christianson, and Jennifer Eick-Magan - Members-at-Large.

- The final 2003 - 2004 budget was presented by Co-Treasurers Kathryn Kirchner and Jocelyn Graf. It was approved unanimously at the September 20th meeting.
- The Technology Committee (AD HOC) headed by Darcy Christianson has been hard at work redesigning the ITBE web-site. She has presented the results of the online survey and pre-viewed some of the anticipated changes at all three meetings.
- Article VI was added to the ITBE Constitution stating the procedure for online voting on Board motions when necessary.
- Alan Seaman, this year's Second Vice President, has been very busy planning the annual Convention to be held at Navy Pier on February 27 - 28, 2004. He reports on developments at each meeting.
- The Fall Workshop, held on October 18th, was discussed at the August and September meetings.

Congratulations and thanks for a great workshop were given to Laurie Martin, Chair of Professional Development, at the October meeting.

- Pam Forbes and Maritza Perez, Secondary and Elementary SIG Chairs, planned an event at Larkin High School sponsored by ITBE. The event with speaker Teddy Boffman was held on November 15th.
- The Part-time Issues Committee headed by Eric Bohman, kept the Board up to date on Campus Equity Week (October 20 - 25). ITBE was represented at this annual event. Jocelyn Graf planned a discussion at the October 18th Fall Workshop focusing on part-time concerns. The Board endorsed the Health Care Justice Act of 2003, a plan to achieve universal health care.
- SIGS met at the Fall Workshop and reported their activities and discussions to the Board.
- Marsha Santelli continues to work hard as the Chair of Exhibits and Advertising. She has reported on sales to advertisers and publishers for ITBE events and in publications.
- Chairs of the Awards, Betsy Kubota, and Nominations, Matt Huseby, committees have been named and have begun this year's work.

TESOL UPDATE

The TESOL convention will be held on March 31-April 3, 2004, in Long Beach, California. See the TESOL website at www.tesol.org for registration and preliminary program information.

Illinois TESOL-BE will host a reception for ITBE members and guests at the TESOL convention in Long Beach. TESOL convention-goers should watch for details on the ITBE website and for flyers posted on the bulletin boards at the TESOL convention.

TESOL has a new e-group, TESOL-Drama. TESOL-Drama is a community which discusses the use of drama techniques in second/foreign language teaching. TESOL-Drama provides a forum for discussing best practices in language through drama, sharing classroom activities, and exploring the theoretical underpinnings of our work. This new e-group/e-list is for current TESOL members of any interest section. To join, e-mail join-egroup-drama@lists.tesol.org.

The new version of TESOL's Resume Bank is now available to TESOL members. To post your resume, visit JobFinder and choose the section for job seekers. Once you have set up your password-protected account, you will be able to begin posting resumes, CVs and cover letters. If you need assistance using the new system, please e-mail tesol@jobmark.com. If you need additional Career Services information, e-mail careers@tesol.org.

From The SIGS

Elementary & Secondary SIG News

Maritza Perez, Chair,

Elementary Education SIG

Pam Forbes, Chair,

Secondary Education SIG

Elementary and Secondary SIG held a joint meeting on Saturday, Oct. 18, during the Fall Workshop at the College of DuPage. A draft of the Elementary SIG By-Laws was presented. Elementary SIG members are asked to go to the ITBE website, itbe.org, to view these by-laws. In addition, Elementary SIG members are asked to send suggestions and comments regarding these by-laws to Maritza Perez at Marpeducat@aol.com. Just a few reminders of upcoming events. Both Elementary and Secondary SIG will hold two more meetings this year: one on Feb. 27 during the ITBE Annual Convention at Navy Pier and the other during the Spring Workshop on April 17. Elections for both Elementary and Secondary SIG chairs will be held at the Feb. 27 meeting. Finally, a textbook and materials swap will be held during the February

meeting. Bring any textbooks, materials, etc. you would recommend to others. Let us know what you are doing. Send Elementary SIG information and news to Maritza Perez at Marpeducat@aol.com. and Secondary SIG information and news to Pam Forbes at psforbes@aol.com.

Higher Education SIG News

Terrie Byrne, Chair,

Higher Education SIG

About 15 people attended our last meeting at the October 18 Fall Workshop. The majority of the meeting was spent discussing topics we'd like to see covered in the 2004 ITBE State Convention. Popular topics included hands-on suggestions for teaching computer skills to students with limited computer backgrounds, a panel discussion representing the pros and cons of increased computer and Internet use in the classroom, suggestions for building closer connections between ESL and content area classes, and a forum for graduate and recent graduate students to share their new "hot" ideas. Our group also decided to start the process of looking into establishing a Higher Ed. Writing Contest for the 2005 ITBE

Convention. The details for setting this up will be presented at the next HESIG meeting, at the 2004 ITBE Convention. In that meeting we will also focus on establishing criteria for submission and selection for the writing contest. Our meeting concluded with a discussion of issues surrounding Campus Equity Week. Our next two meetings will be at the annual ITBE State Convention in February and at the April 17 Spring Workshop. HESIG is open to anyone with interest in this area. We hope to see you at the Convention! If you have any questions about HESIG, contact the Chair, Terrie Byrne, at lprchn2@myway.com

Adult Education SIG News

Cezar Pawlowski, Chair,

Adult Education SIG

On October 4, the Adult Education Committee, along with a number of ESL instructors from Triton College, took a field trip to the Mexican Museum in Chicago. The Committee plans to have a dinner and discussion on the book *Language Learning Strategies* by Rebecca Oxford, probably on November 29, but the location has not been decided yet.

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session in the 2002 and 2003 ITBE State Conventions, I tallied 80 - 90 evaluations. In sessions this big, there are seldom enough handouts, which are highly prized by audience members. As a result, half of the evaluations for such a session would praise "Excellent handouts!" and the other half would grouse "Where were the handouts?!" It's best to err on the side of too many.

Equipment

Assume it will not work when you most need it and have a backup plan. Your first backup is to have excellent handouts. If your overhead fries, your video player eats your tape, or your computer takes on the attitude of a stubborn two-year old, refer your audience to your handout. Then take a deep breath and walk them through what you had planned to show them.

If your equipment is present and does work, then make sure whatever you're projecting can actually be seen. If you have only one transparency (such as an outline of your presentation), set it up carefully before you start. If you have more, take your time placing them on the projector so they're not cut off or angled. Turn out lights and make sure everything is focused. These seem like obvious details, but if you're nervous or going too fast, they're easy to forget.

If your presentation includes getting on the Internet, copy the web pages that you planned to visit onto a floppy disk (or the hard drive of your laptop if that's what you're using). This will allow you to "surf" from one file to the next without having any link to the Internet. Not only will you avoid the unpredictable nature of Internet connections, but your pages will open much faster. (Avoid the temptation to quickly click from one link or command to the next, however. Always give your audience time to see how you got from point A to point B and let them know which web addresses you're showing them are on your handouts.)

Delivery and Pacing

Standing up and talking before your peers is always a bit tougher than teaching your students. However, your audience really is, at that moment, your class. All of your strengths as a teacher are still there for you to draw on as a presenter. So, the same tips for leading a class apply here.

- > Create your own detailed outline for the presentation, complete with how much time you want to spend on each part.
- > Decide what to skip if you run out of time.
- > Plan something extra in case you finish early.
- > Get to your room early so you can get settled in.
- > Make a conscious effort to smile.
- > Do not simply read from your handout (it should only be an outline anyway).
- > Put energy into your voice so even people at the back of the room can hear you.
- > Expect a few weird, off-the-wall questions, and if they're completely off topic just state that you'll address them at the end of the presentation.
- > Slow down so you don't get lost or flustered
- > If you do get lost, don't panic and just scan your outline
- > If you failed to make an outline, panic.
- > Keep an eye on the time
- > If someone walks out during the session, even though you have prepared a focused, organized presentation and done all of the above, just ignore it. He/she probably has no choice and truly regrets missing the rest of your fantastic presentation.

Wrapping up

You should finish your actual presentation at least ten minutes before your time is up so there's room for Q & A at the end. If you ask for questions and no one responds, then just thank everyone for their time. Just as in your classes, there are people who have no problem announcing their

questions in front of an audience and others who prefer to come up to you after the session to talk to you one-on-one. Give yourself time for these types of questions as well.

Be considerate of the next presenter and make sure you leave the room in time for him/her to set up for the next session. Finally, when you're presenting at the ITBE State Convention, make sure you pick up your copies of the evaluations for your session before you walk out. You will have a facilitator there collecting the completed forms and tearing off your carbon copies for you to take home (make sure you don't take the original).

Presenting at a workshop or convention is something all teachers should do at least once in their careers. It challenges you in a different way than teaching does, but the challenge should not keep you from trying your hand at it. By creating and presenting a paper, talk or demonstration on a topic you care about and have some expertise in, you deepen your knowledge and confidence and at the same time share useful information with your colleagues. If you're presenting for the first time at the 2004 ITBE State Convention, good luck and congratulations! You're going to have a great time and your peers will thank you for the chance to learn from your experience.

Terrie Byrne has taught ESL for over 17 years and is currently an ESL instructor at Columbia College, Chicago.

Don't forget to register for the Annual State Convention.

**February 27-28, 2004
Navy Pier,
Chicago, IL**

Call for Nominations

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

Executive Board

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

Nominate a Colleague or Yourself!

We are looking for nominations for the following positions:

FIRST VICE PRESIDENT

- Serves as the President Elect of the Association from June 2004 to June 2005 and presides at all official occasions when the President is absent
- Acts as recorder at all board meetings and maintains the official documents of Illinois TESOL•BE as First Vice President
- Serves as President of Illinois TESOL•BE from June 2005 to June 2006
- Serves as Past President, and ITBE liaison to TESOL, from June 2006 to June 2007

SECOND VICE PRESIDENT ELECT

- Assists the Chair of the 2005 Annual Convention, keeping records of the content, organization, and the timeline of the convention planning
- Serves a one-year term as Second Vice President and is responsible for planning the 2006 Annual Convention
- Serves a one-year term as Past Second Vice President, serving as advisor to the 2007 Convention Chair

MEMBERS-AT-LARGE

- Elected to a three-year term, from June 2004 to June 2007
- Serve as members or chairs of the active committees of Illinois TESOL•BE
- Participate in the business and activities of Illinois TESOL•BE
- Support the officers and other members of the Board by regularly attending Board meetings

Please fill out the form below and mail by January 15, 2004

.....
Your Name: _____

Name of Your Nominee: _____

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

Nominee's Address: _____

Phone: (home) _____

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This person would make a good candidate because _____

Send to:

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

PHONE: (312) 409-4770

E-MAIL: nominations@itbe.org

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

MORE MUSIC Cezar Pawlowski, Triton College

Music has been one of my life's chief interests and joys for years. It has become as indispensable and imperative as oxygen to breathing. It heightens my senses: it takes me outside myself and transports me into another existence. When I use music to teach, it helps me become a "magical teacher," with powers to transform the learning experience, to push my students to do not only their best, but to do beyond their best. For my students, music in the classroom builds a sense of expectation and suspense because I use it to help them discover its origins and geographical locations. We talk about that location's cultural and political history. Then, we may focus on the lyrics, its meaning and connection with students' life experiences. We also cover vocabulary in the process. Often, I encourage students to respond to what they listen to and express their emotions and feelings. Their homework is then inspired by what has been discussed and shared. Our musical journeys have a form of play that produces a feeling of freedom, a sense of creative power, and a joy of living.

They always come on time. Often ahead of time. They sit and wait. They know I have something special to start the class with. Like Youssou N'Dour from Senegal, with his stunning voice and serious questions: "Rich countries make toxic waste, why should they send it to us?" We try to answer them. We talk about Africa and African people and the plight of poor countries. "The wind is always against the poor," comments Sandra from Colombia. The next night I introduce fiery Muddy Waters from Chicago. We throw ourselves into his passionate lyrics. What does it mean "mannish boy," or "full grown man?" Why does he say: "I am a rolling stone?" A bit of the history of blues is covered. Luis from Mexico wonders if there is a difference between blues and jazz. I suggest that he examine it in his homework. Next time we meet, many of my students are feeling blue. They had their share of long hours of unrewarding work, humiliations and frustrations. I play the music by "VITRANA" from Finland and the mood changes. The electric current starts flowing between us and the Finnish musicians. The joyous beat is irresistible. The lyrics supply the images of a place "where tables are loaded with brimming jugs of ale." "When the music is full of energy, I wake up my brain and my heart and my legs are dancing," writes Maria in

her journal. Tonight we travel with music to Egypt. We talk about the Sphinx, pyramids, papyrus, pharaohs and Cleopatra. I put "shrewd" and "seductive" on the board. The students are puzzled. Then, Roberto looks it up and pronounces that Elida, a young woman next to him, is seductive too. Instant recognition and plenty of laughter. Elida does not mind to be seen as seductive.

The next week we travel to Spain with sultry flamenco. "This music is like an ocean," says Ania from Poland. "Sometimes very quiet and calm, other times very dynamic and full of explosions." More vocabulary on the board. Our bodies respond to an expressive performance by Carlos Montoya. Next time, on our way to Argentina, we make a stop in Cuba to listen to BUENA VISTA SOCIAL CLUB. The pure voice of Ibrahim Ferrer advises us gently: "Listen, friend, don't stray from the path." The music flows like a river. It takes care of us and rebuilds us from the inside out. We are in awe and remain quiet for a while. Buenos Aires greets us with Astor Piazzolla's "The Soul of Tango," and it catches us like a fever. Heady and passionate, sensual and meditative, it is definitely Argentinean and yet, clearly universal. It is the music of my youth and I feel nostalgic. I put a quotation by Jorge Luis Borges on the board: "The tango is a direct expression of something that poets have often tried to state in words: the belief that a fight maybe a celebration." Discussion ensues. Another time when I play "Moonlight Serenade" with Glenn Miller's Orchestra, I sense that many younger students do not like it. "It is old and for old people," remarks Chris. Luis, a father of two grown daughters, makes an effort to defend it: "To me, it is very romantic. When you dance to it, you do not have to jump like crazy, you hold a woman in your arms and you feel you are together. We need more music like this."

Cezar Pawlowski teaches intermediate ESL at Triton College.



The ITBE 2004 Convention: Transformative Teaching

Alan Seaman, *Wheaton College, Wheaton*

In his masterful analysis of contemporary American society, *Bowling Alone*, Harvard sociologist Robert D. Putnam describes the gradual loosening of social ties in the United States. "For the first two-thirds of the twentieth century," writes Putnam, "a powerful tide bore Americans into ever deeper engagement in the life of their communities, but a few decades ago - silently, without warning - that tide reversed and we were overtaken by a treacherous rip current. Without at first noticing, we have been pulled apart from one another and from our communities over the last third of the century" (p. 27).

As I re-read Putnam's book recently, I was struck by the importance of professional organizations such as Illinois TESOL•BE. As ESL and bilingual educators, we share a common purpose. Illinois TESOL•BE provides us with the opportunity to build what Putnam calls "social capital" - a strong network of professional and personal relationships. By generating social capital, events such as the upcoming ITBE Convention at Navy Pier (Feb. 27-28, 2004) play a significant role in our professional community.

The theme of the ITBE Convention is "**Transformative Teaching.**" I hope this alliterative phrase causes you to pause for a moment to consider how our classrooms are transformative for both teachers and students. As our students become bilingual and bicultural, they are obviously transformed in a variety of ways. But we, as teachers and administrators, are also transformed through our contact with students from other cultures.

As a professional community, we will have the opportunity to explore this theme with two outstanding plenary speakers: Dr. Deborah Short and Dr. Rebecca Oxford.

Dr. Short is the Director of Language Education and Academic Development at the Center for Applied Linguistics in Washington, D.C. She has been at the cutting edge of research into content-based ESL and the development of TESOL standards. Dr. Short co-developed the SIOP model of sheltered content instruction and is the author of High Point, a secondary ESL textbook series published by

Hampton-Brown. Her plenary address will deal with issues that concern all TESOL•BE educators, followed by a break-out session for K-12 ESL teachers. Dr. Oxford is a familiar name to many in TESOL. She is particularly associated with language learning strategies, having authored the classic text *Language Learning Strategies: What Every Teacher Should Know*, in addition to directing the Tapestry series of ESL textbooks (Heinle & Heinle). Dr. Oxford currently serves as a professor of Second Language Education at the University of Maryland. Her plenary will address the topic of "Transforming ESL and Bilingual Education Learning Through Learning Styles and Strategies."

In addition to the plenary addresses, the ITBE Convention will offer over 50 concurrent workshops, presentations, panels, and papers covering a variety of topics and concerns. A number of poster sessions will also feature research and teaching ideas. Teachers will be able to trade ideas through the Swap Shop and voice their professional concerns through participation in the Special Interest Group (SIG) meetings. Friday will also feature a delicious lunch in the Grand Ballroom of Navy Pier.

What will you gain from the 2004 Illinois TESOL•BE State Convention? As always, you can expect a collection of creative teaching ideas, a stimulating discussion of current issues, and information about the latest ESL/BE materials from a wide range of publishers. Just as important, however, is the opportunity to network with educators who work with language education across a broad range of contexts: primary, middle, secondary, adult, and higher education.

As your professional community, Illinois TESOL-BE has a significant place in our increasingly fragmented, individualistic society. If you'd like more information about this upcoming event, please contact the ITBE website (www.itbe.org) and click on "Convention," send an e-mail message to convention@itbe.org, or call us at (312) 409-4770. See you at Navy Pier!

Alan Seaman is the Second Vice President of ITBE and Chair of the 2004 Convention.

Putnam, Robert. (2000.) *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.



Fast Facts

30th Annual Illinois TESOL BE State Convention

Navy Pier, Chicago, Illinois - Friday, February 27 and Saturday, February 28, 2004

Plenary Speaker: Friday, February 27



Dr. Deborah Short, Director, Language Education and Academic Development, Center for Applied Linguistics, Washington, D.C.

Deborah J. Short, Ph.D., has worked as a teacher, staff developer, researcher, and curriculum/materials developer in the area of K-12 language minority education for 20+ years. She conducts school-based research on the integration of language and content instruction and on

program designs for English language learners. Dr. Short co-developed the SIOP Model of sheltered content instruction and directed the national PreK-12 ESL Standards and Assessment project for TESOL. She writes articles, curricula, and instructional materials, including the secondary ESL series, High Point, published by Hampton-Brown. She has taught ESL/EFL in New York, California, Virginia, and the Democratic Republic of the Congo. Her plenary address will deal with issues that relate to all TESOL professionals, followed by a break-out session for K-12 ESL and bilingual teachers.

◆ CPDU Credit:

Convention participants may arrange to earn Continuing Professional Development Units (CPDU) for attending the convention.

◆ Publishers Exhibits

During the convention, publishers will be on hand to display and demonstrate the latest educational materials available.

◆ Special Interest Group (SIG)

During the SIG meetings and Friday evening dinners, attendees will have the opportunity to voice concerns and meet with colleagues in Elementary, Secondary, Higher and Adult Education.

◆ Special Event:

Teachers can receive a pass and a guidebook to tour the special Sesame Street exhibit at the Chicago Childrens Museum Friday or Saturday.

◆ Accommodations:

Holiday Inn Chicago City Center
300 East Ohio Street
Chicago, IL 60611
(312) 787-6100

Room Rates: Single/Double - \$95.00 Triple - \$95.00 Quad - \$95.00

A 14.9% Chicago sales tax will be added to room rates. Room reservations must be made no later than February 6, 2004. Please mention the ITBE Convention to receive these rates.

Parking Rates: All day with in and out privileges - \$20.00. Please mention the ITBE Convention to receive these rates.

Plenary Speaker: Saturday, February 28



Dr. Rebecca Oxford, Professor and Director, Program in Second Language Education, University of Maryland.

Rebecca L. Oxford, Ph.D., has led the TESOL/foreign language programs at the University of Maryland; Teachers College, Columbia University; the University of Alabama; and Pennsylvania State University. Before becoming a professor, she was a research psychologist, pro-

gram evaluator, and language teacher. Dr. Oxford initiated and co-edited the Tapestry series of ESL textbooks for Heinle & Heinle, and she has written and edited many books on language learning strategies, motivation, cultural identity, and teaching methods. She is widely known for her book, *Language Learning Strategies: What Every Teacher Should Know*, and for the Strategy Inventory for Language Learning and the Style Analysis Survey, two instruments that are used in over 20 different languages. She is a lively speaker who uses humor and new ideas to involve, challenge, and stimulate the audience.

◆ Poster Sessions:

Some presentations will be in poster format, allowing participants to browse at their leisure and talk with the teacher or researcher.

◆ Swap Shop:

Attendees can bring a lesson plan to share with other teachers and in return receive many practical ideas for the classroom.

◆ Concurrent Sessions:

In the 90-minute or 45-minute sessions, presenters will address instructional methods, techniques and materials, and curricular concerns.

◆ Registration Fees:

EARLY Registration (Postmarked through January 23)

	Member	Non-Member	Student** Member	Student** Non-Member
Friday and Saturday	\$95	\$125	\$55	\$70
Saturday Only	\$45	\$80	\$25	\$40

REGULAR Registration (Postmarked January 24 Feb. 17 and on-site)*

	Member	Non-Member	Student** Member	Student** Non-Member
Friday and Saturday	\$120	\$150	\$70	\$85
Saturday Only	\$70	\$105	\$40	\$60

*Friday lunch cannot be guaranteed for on-site registrants.

**Students must submit evidence of FULL-TIME student status.

D R A W I N G !!! - - - - WEEKEND GETAWAY FOR TWO

...at the Holiday Inn Chicago City Center. One double-occupancy room for two nights, including two breakfasts
One winner will be chosen at random from early registration materials postmarked no later than January 23!!



Illinois TESOL BE 30th Annual State Convention

February 27 and 28, 2004, Navy Pier, Chicago, Illinois

TRANSFORMATIVE TEACHING REGISTRATION FORM

(Please type or print legibly on this form or a photocopy, one person per copy)

1. Contact Information

Name _____ Names of School/Employer(s) _____
 Mailing Address _____
 Check: Home Work

 City _____ Home Phone () _____
 State _____ Zip Code _____ Work Phone () _____
 E-mail Address _____

I primarily work 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

January to December 2004

- Regular \$25.00
 Student ** \$10.00
 Joint \$45.00

2 YEAR MEMBERSHIP

January 2004 to December 2005

- Regular \$45.00

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

- Convention Membership Part-Time Issues Publicity
 Exhibits and Advertising Newsletter Professional Concerns Scholarship
 Fundraising Nominations Program Technology

3. Registration Fees: Check the appropriate box. (Friday rates include lunch)

EARLY Registration (Postmarked through January 23):

	Member	Non-member	Student Member**	Student Non-member**
Friday & Saturday	<input type="checkbox"/> \$95	<input type="checkbox"/> \$125	<input type="checkbox"/> \$55	<input type="checkbox"/> \$70
Saturday only	<input type="checkbox"/> \$45	<input type="checkbox"/> \$80	<input type="checkbox"/> \$25	<input type="checkbox"/> \$40

REGULAR Registration (Postmarked January 24 – Feb. 17 and on-site):

	Member	Non-member	Student Member**	Student Non-member**
Friday & Saturday	<input type="checkbox"/> \$120*	<input type="checkbox"/> \$150*	<input type="checkbox"/> \$70*	<input type="checkbox"/> \$85*
Saturday only	<input type="checkbox"/> \$70	<input type="checkbox"/> \$105	<input type="checkbox"/> \$40	<input type="checkbox"/> \$60

*Friday lunch cannot be guaranteed for on-site registrants.

**Students must submit evidence of FULL-TIME student status.

4. Special Event:

Teachers can receive a pass and a guidebook to tour the special Sesame Street exhibit at the Chicago Children's Museum on either Friday or Saturday.

Send this form and payment to: ITBE Convention Registration, PMB 232,
8926 N. Greenwood, Niles, IL 60714-5163

ALL EARLY REGISTRATION MATERIALS MUST BE POSTMARKED BY JANUARY 23, 2004.

Early Registration materials postmarked 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. For additional information, call 312-409-4770, e-mail convention@itbe.org, or visit our web site at www.itbe.org.

Only forms postmarked by January 23, 2004 will be eligible for the "WEEKEND GETAWAY FOR TWO" Drawing (See bottom of Fast Facts for details).

2. Membership Fee

\$ _____

3. Early Registration Fee (if post marked by Jan. 23, 2004)

\$ _____

or

Regular Registration Fee (if postmarked after Jan. 23)

\$ _____

Purchase orders and credit cards cannot be accepted as payment.
MAKE CHECK PAYABLE TO ILLINOIS TESOL BE.

TOTAL
(add 2 and 3 above)

\$ _____

Fees are nonrefundable and non-transferable. Illinois TESOL BE will assess a fee of \$50 on all returned checks.



Member Snapshot

Name: Katarzyna Witkowska Stadnik (or Kasia Stadnik, as she is known to her friends)

Place of birth and current residence: I was born in Lodz (pronounced Woodj) in Poland, and I came to the United States in 1982. I spent the first year in Fredonia, New York, at SUNY, working in a research project on language acquisition with a professor that I had met in Poland. In 1983, I enrolled in the doctoral program in English at Illinois State University in Normal. My family joined me in 1984 and we have been here ever since.

Currently working as: Director of the Intensive English Program at ISU. I've been in the program since its inception in 1987. I first worked as a graduate teaching assistant and later became Director of the IEP Program in 1992.

Years in education: I've worked as a teacher since I graduated from college in Poland in 1979. At that time I began teaching in the English Department of the university in Opole. Ever since I came to ISU, I've taught a variety of courses in a variety of settings: intensive ESL at ELI, freshman composition and TESOL Methods in the English Department, TESOL Theoretical Foundations in an in-service course, short-term EFL courses in Korea and Japan.

A memorable experience: Every day something memorable happens, especially in my professional life,



but what sticks out in my mind are the moments when I was able to experience firsthand the culture of my students. Although I had become familiar with the various cultures that our students come from, there is nothing more eye-opening than experiencing them directly. My trips to Japan and Korea were both enjoyable and educational; I really understood a lot more about their behaviors, reactions, and backgrounds.

An unpleasant experience: I was sitting in my office with a colleague one day when a student ran into my office and ducked under my desk. At first, she could not explain clearly what was wrong. After asking the student many questions, we found out that she had been approached by some strangers, who claimed to have found a lot of money. They wanted her to deposit the money into her account so that it could be sent back to the rightful owner. We tried to tell her not to worry and to ignore them, but she said she had to meet them and go to the bank with them because

since she had given them her phone number and address, they might come after her. However, she wanted us to protect her by following her to the meeting. We agreed to do that but said, "No matter what you do, don't get in the car with them." We followed her to a nearby intersection and watched her from a laundromat as she approached a couple of women. She then promptly got into a car with them! We tried to take down the license plate number, but the car didn't have any license plates. When they drove off, we called the university police, who called the state police. They said they would look for her, but we were panicked. Thankfully, the student reappeared about an hour later. She said the two women drove her to the bank, but she refused to do what they wanted so they let her go. It is still such a scary thought to think that something bad might have happened to one of our students.

Professional passions: I think we have a good, comprehensive variety of courses in our intensive English program at ISU, and we are always working on improving our curriculum and teaching. In the past few years, I have been particularly interested in finding the best way to teach vocabulary to my students. I would love to be able to design practical activities and materials to allow the students to learn collocations-- commonly occurring combinations of words. I do believe teaching collocations is the most efficient way to teach vocabulary.

Future plans: I would like to see our intensive English program grow and thrive. For my own personal growth, I would love to take a series of courses in neurolinguistics, a subject that has fascinated me for a long time. I would also love to travel and spend more time with my family.

Terrie Byrne,
Columbia College, Chicago

Katerina Vallianatos,
University of Illinois at Chicago

WEB SITES

Nowadays, with just a little searching you can find a wealth of web sites that offer online listening practice for ESL students. These web sites can provide students with structured listening practice from the comfort of their home, or they can be used in a computer lab or computer-equipped classroom as supplements to a speaking/listening class. The trick is to find the best sites with the easiest access. A good place to start is two particularly useful web sites, About.com and Listen to English, that offer online listening exercises which are easy to use, pedagogically well-designed and best of all, free.

REALPLAYER

Before you begin exploring web sites that offer free listening files, you'll need to know a little about a free sound program called RealPlayer. In order to hear sound files on a PC, you will need to have this program (or one like it) installed on your computer. In fact, your computer may already have this program. To check, click the "Start" button on your Windows Desktop screen, then select "Programs." From there, select "Accessories," and from there click on "Multimedia." If you already have RealPlayer, it will show up under the "Multimedia" file, in which case you can skip the next step and immediately begin exploring the web sites below.

If your computer doesn't have this program already installed, you can get a free copy of RealPlayer by going to www.realplayer.com. Click on "Free RealOne Player" (usually in the upper right corner of the page)

and in the next screen click "Download the Free RealOne Player" and follow the directions for installing the software on your computer. On the RealPlayer web site there are other, more expensive, options, so make sure you select the FREE version to download on your computer.

ABOUT.COM

(esl.about.com/cs/listening)
This site has articles "about" everything from cars to cooking. Most importantly, it offers a highly accessible ESL listening page that provides listening quizzes, interviews, and links to specific ESL listening resources. The page is easy to navigate and contains five levels of listening exercises, from beginner to advanced. It also has listening exercises that focus on vowel pronunciation, consonant pronunciation and a "Listening of the Week" exercise that provides a new sample of native speech every week.

When you select a listening exercise from esl.about.com/cs/listening, you will see a page with the text of the listening exercise and a small speaker icon. When you click on the speaker icon, the sound file for the listening exercise is quickly downloaded to your computer and RealPlayer automatically opens on your screen and begins playing the sound file.

"Listening of the Week," however, is a little different. This exercise is an MP3 file which can be downloaded and saved on any MP3 player.

LISTEN TO ENGLISH

(<http://eleaston.com/listen.html#esl>)
This website is actually a collection of links to free ESL listening exercises from Easton Language Education and from other free ESL web sites. Easton Language Education's ESL listening exercises include short dialogues on "Business English at the Bank," "English on the Telephone," and "Greetings and Responses," as well as quite a few detailed pronunci-

ation listening exercises.

The pronunciation links take you to The Easton Language Education's Authentic American Pronunciation web site (<http://eleaston.com/pronunciation/>). On every page in this site where you need RealPlayer to listen to the sound files, there is a button to conveniently download the free RealPlayer software. You'll find that most of these exercises, though, play directly over your computer speaker when you click on them and do not require RealPlayer software. Each pronunciation exercise focuses on a specific, troublesome language feature and includes a "Pattern" page that introduces the pattern of the feature, a "Practice" page that contains the audio files, and a "Quiz" page that includes both written and audio quizzes.

The links to listening exercises on web sites outside Listen to English include topics such as "Business English," "Christmas," "ESL Exercises," and "Alphabet." Clicking on these links takes you directly to the relevant listening exercises on popular ESL websites such as Randall Davis' ESL Listening Lab, About.com, and EnglishClub.com.

OTHER SITES TO TRY

CNN Learning Resources
www.literacynet.org/cnnsf

History Channel/Famous Speeches
historychannel.com/speeches/speeches.html

Listening Resources for English Language Learners
www.ohio.edu/esl/english/listening.html#Other



The one thing that I'd like students to take away from my class and always remember...

...is that what they learned today will help them learn something else another time.

Marsha Santelli, Consultant

...is the recognition that there is a human possibility. That is where all the excitement is. If you are part of that, you are alive.

Cezar Pawlowski, Triton College, River Grove

...is perseverance and pride. I tell them that learning another language takes a long time, so be patient with yourself, but never give up improving. And I tell them to take pride in how far they have come and how much they have accomplished.

Fran Michalski, Tutorium in Intensive English, University of Illinois at Chicago

...is a better understanding and appreciation of language and culture.

Natasha Oussenko, Noble Street Charter High School, Chicago

...is that they, in lower-level courses, should not consider themselves on hold with regard to their ability to communicate in English until they reach the higher levels of proficiency. Their English, if expressed carefully and deliberately with emotion, clarity, and accuracy, is just as effective and "good" as that of higher-level students.

Judith Kent, editor of You Said It

Prompt for spring:

"The point at which my students generally experience grammatical breakdown...."



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Elizabeth Minicz

William Rainey Harper College

Good News for Spanish-speaking Readers and Internet Users

Long live capitalism! Our marketing friends have finally started paying attention to the 2000 census reports. Although it seems to me that people can manipulate numbers to suit whatever point they are trying to make, the census reports of a 58 percent increase in Hispanics during the last decade has convinced business that it ought to consider this growing market of consumers. Two articles in the *Chicago Tribune* caught my eye when I was preparing to write this issue's News Bites column. The October 3, 2003, edition of the *Tribune* ran an Associated Press story about Barnes & Noble's addition of thousands of books to its Spanish Language sections, everything from self-help books to "literary fiction." (I wonder what that is? Is there an equivalent "nonliterary fiction?" "I'm certain that my friends in the English Department could enlighten me.) Anyway, I digress. Pay a visit to Barnesandnoble.com and click on Libros en Espanol, an on-line service that includes author interviews and best-seller lists. Amazon.com also has a Spanish language section, and Borders has expanded its Spanish language collections as well. Even Scholastic inc. has joined the marketing frenzy by releasing Madonna's recent book, *The English Rose*, in a Spanish translation. Will wonders ever cease? On the bright side, Gabriel Garcia Marquez's memoirs have sold 75,000 copies in Spanish.

So with all the hype on catering to Spanish-speaking readers, America Online, AKA aol.com, has joined the ranks of Yahoo Inc (yahoo en Espanol) with AOL Latino. An Associated Press article which ran in the October 1, 2003, edition of the *Chicago Tribune* cites online usage in Hispanic households as 14 percent compared to 38 percent in bilingual and English-speaking ones. "AOL is partnering with about 20 U.S. providers of Hispanic content and linking to major Latino American newspapers," according to the article. In the same article, David Wellisch, general manager for AOL Latino says, "It's not just AOL in Spanish. It's about issues Hispanic communities face--immigration, issues about their countries." Well, good for AOL.

Teacher Shortage Over?

Another Associated Press article that appeared in the August 17, 2003, edition of the *Chicago Tribune*, reports that the nationwide teacher shortage has "eased significantly as the economy has cooled." David B. Caruso, author of the article, cites the

American Association for Employment in Education (AAEE) as saying that demand for teachers is at its lowest level since 1998. The soft economy means more people are willing to work for teachers' pay, and there are fewer jobs to go around. The same article says that California has laid off 3,800 teachers, and San Diego has 22,000 job applications for teachers in its school system. New York City officials report that its teacher shortage ended when it raised the starting salary for teachers by 22 percent. B.J. Bryant from the AAEE says that "nearly half of the nation's middle and high school teachers don't meet the standards for the federal regulations that require a 'highly qualified' teacher be in every classroom by 2005." He goes on to say, "There may be enough bodies to fill the classrooms, but will they meet the new quality mandates?" So, no shortage of bodies, but they aren't necessarily qualified is how I read this, and teacher-related problems are not unusual in other countries too.

An online link in TESOL Connections to www.londonmet.ac.uk turned up a September 26, 2003, article by Richard Garner about untrained teachers in the UK. A government study there reports that "Almost one in five lessons in secondary schools are delivered by staff not trained in the subject." The report says that "schools are facing a timebomb because so many staff are age 50 and over." I have a solution. Teachers who take early retirement in the U.S. can be sent to teach in the UK while it trains new teachers. How about that? I see from watching BBC's "Bargain Hunt" that one U.S. dollar is equal to about \$1.50 in England now. This seems like a viable way to stretch those retirement dollars!

Oh Those Brits

In Illinois and most other states, cuts in federal and state money for adult education classes (Okay, education in general.) has resulted in waiting lists for students. Here at Harper, many adult ESL classes (we call it nonnative literacy) are filled, and it is unlikely that students from the waiting lists will be served anytime soon. So it's curious to learn that in the UK, "Too many people are failing to access local English-language education programmes." Sir Bernard Crick, chair of the advisory group, "Life in the United Kingdom," says a report from the advisory

group recommends that the 115,000 immigrants a year who apply to become naturalized citizens attend a compulsory citizenship program. The report was commissioned by the Home Office and the Department for Education and Skills, and both are likely to balk at the recommendations to make English classes free. Currently tuition free classes are only available to people who have resided for three years in Britain. The report states, "We recommend the speedy abolition of this rule. The three-year wait to qualify for free courses serves no purpose except as a short-term economy." (Hope Tony Blair doesn't share this with his pal George.)

Teachers and immigration interest groups welcomed the report, but are concerned that the current system is not "robust enough" to meet new demands for services. Just like the US. Pass new legislation such as "No Child Left Behind," but skimp on the funding for it.

It's All About Votes

Several issues ago, I reported on the surge in interest among politicians to learn to speak Spanish in order to reach Hispanic voters. The interest has not waned, and according to the *Christian Science Monitor* in an article from August 20, 2003, "A spate of GOP leaders are spending free time printing vocabulary on flashcards and muttering in the back seat of cars, conjugating verbs in low mumbles." Although I have done the flashcard bit, I haven't tried muttering in the backseats of cars in my efforts to learn Spanish. Need to try that.

Seriously, various legislators in Washington, D.C. are enrolled in "Spanish on the Hill," a ten-week course offered on Wednesday mornings while Congress is in session. Senator Sam Brownback (R) of Kansas, who has taken the course, says he learns most by approaching Spanish speakers on the street. He is quoted by Kris Axtman, author of the article in the *Christian Science Monitor* as saying, "I go up and say hello, and then they try to teach me something new. Usually, I have to say, 'OK, let me think for a second about what that means.'" I want to know how Senator Brownback knows who speaks Spanish by looking at them. Although the esteemed Senator claims that wanting to communicate with constituents is his main reason for wanting to learn Spanish, I wonder if he is really just learning to say, "Vote for me. I am a Republican."

* These are not actually my words. They're a quote from Axtman's article

FALL WORKSHOP REPORT

More than 120 people left their yard work at home and turned out on Saturday, October 18 to attend ITBE's Fall Workshop at the College of DuPage in Glen Ellyn.

Margo Gottlieb, Ph.D., of the Illinois Resource Center opened the Fall Workshop with her plenary, "Standards-Based Assessment: Which Standards and for Whom?" Her presentation addressed issues centering on the No Child Left Behind Act, state and federal assessment requirements, and the ways that teachers and students are affected by standards at all levels of education.

Following the plenary, two rounds of concurrent sessions featured presentations on computer-assisted language learning, healthcare for educators, drama, video, civil debate and negotiation, bilingual program design, energizing ESL activities, and understanding Arab/Muslim immigrants. In addition, each Special Interest Group held a meeting to plan for the current year (see From the SIGS p. 5).

A record number of exhibitors supported this event with a total of 18 tables sold, so attendees were able to examine instructional and professional development materials from many publishers, chat with reps, and take home samples.

Quotes from attendees:

"One of the best Illinois TESOL-BE meetings I've attended."

"Despite the distance to drive and my unfamiliarity with the area, I'm very glad I came."

"The drama workshop was delightful."

"A most insightful presentation on culture, language, difficulties to be aware of when working with Arab/Muslim immigrants."

"The workshop on debate rekindled something I have not done enough of at the middle school level."

"Qualified and enthusiastic presenters. Very helpful information for direct application to the classroom."

"Perfect."

See page 17 for pictures taken at the Fall Workshop

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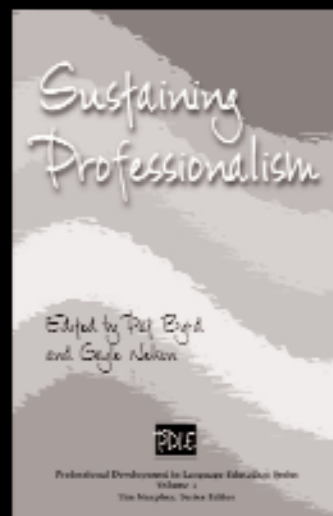
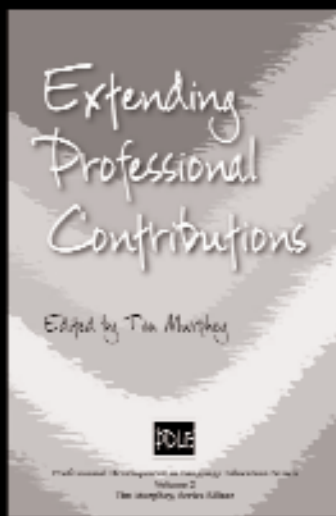
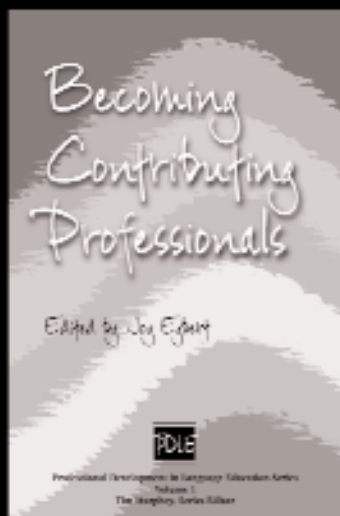
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Feb. 4-7	NABE Albuquerque, NM
March 1-3	Family Literacy Disney Coronado Springs Resort, Florida
May 1- 4	Applied Linguistics Portland, OR
March 30 - April 3	TESOL Annual Convention Long Beach, CA
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