

ITBEN Newsletter

Encouraging Reticent Students to Contribute

Wendy Bowcher
Gakugei University,
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Classroom situations in which there are students from various cultural backgrounds can be very challenging for teachers, and as with any teaching/learning situation, it is sometimes easy to place focus on those students who appear motivated and who respond quickly at the expense of those students who appear to be more difficult to motivate and connect with. Between us, we have about thirty-five years of experience teaching ESL, in Japan and the US. From our experience, we offer the following five key points in order to help instructors motivate even the most taciturn students.

1. Give time to prepare.
2. Provide support materials.
3. Offer fun ways to opt out or delay a response.
4. Provide clear guidelines.
5. Break tasks into manageable chunks.

1. Give Time to Prepare

One of the key ways to turn reserved students off is to expect them to provide spontaneous answers to questions they have not had time to think about. It is not that such students won't be able to come up with a response, or that they don't think deeply about matters of interest or concern, but they are more likely to provide a response if they had have

time to think about what to say, and, for them, more importantly, how to say it correctly. Give students an idea of the kinds of things that you will be requiring them to do in class.

In This Issue

- 1, 6 Encouraging Reticent Students to Contribute
- 3 Message from President; SIG News
- 4 Your Board at Work; 2006 State Convention
- 5 TESOL Update
- 8 Member Snapshot
- 9 News Bites
- 11-12 Scholarship Applications
- 13-14 ESL Student Writing Contest
- 15 Membership Application Professional Planner

For instance, if you are going to ask students to introduce themselves and to tell the rest of the class two or three interesting things about their home country, then let the students know this before the class. If it is not possible to give this kind of information before class, have it written on the board so that the students can see what they are expected to say as soon as the class begins. This provides less time to prepare, but it does mean that your students can have a little bit of time to mull over a few ideas and expressions before they have to speak. The activity itself will feel less threatening and the students will feel less nervous about speaking.

Another useful technique is to ask students to report to a partner on something that they have written for homework. Give them a few minutes to review their homework. Then ask them to put their papers away and tell their partners what they have written. Electronic discussion boards are another tool that allows students as much time as they feel necessary to prepare vocabulary and appropriate expressions before jumping into an online discussion.

2. Provide Support Materials

Although this is felt to be common practice in language teaching, it is especially important for reserved students. Some of your students may have had many years of English lessons, but these lessons may have primarily focused on reading and grammar-translation. These students will be less used to listening to English and may feel nervous about the lesson being conducted entirely in English. To provide a less threatening situation for them, as you speak, write some of the words or phrases that you are using on the board, or hand out a sheet of phrases and words that you will be using during the class. This written input, along with the auditory input, will serve a variety of learning styles.

A related but useful item of support materials is a list of classroom expressions and tips on how to ask questions of your teacher. Many students have only learned basic expressions such as "I want..." or "can you help me with ...". Guidance in this area will provide grounding for authentic speaking and listening

(cont. on page 6)

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

Graphics and layout by Kerri Bonds. Printing by Pantagraph Printing, 217 W. Jefferson St. Bloomington, IL 61701 • (309) 829-1071

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Message From The President

Yasmin A. Ranney



Yasmin Ranney
2005-2006 President

I would like to introduce myself as your new president for the forthcoming year 2005-2006. I have had the honor of being affiliated with ITBE for several years, beginning as a convention attendee and then getting involved with the executive board. After fulfilling my duties as the executive secretary and first vice president for our organization, I am delighted to assume the reins of president for this year. I follow in the formidable footsteps of Madonna Carr and Fabiola Ehlers-Zavala, two amazing women who have provided enlightened leadership and creative energy to our organization. My job this year is easy because of their untiring efforts at streamlining processes and practices. Involvement in ITBE has been a vigorous and exhilarating experience for me both professionally and personally. It is a privilege and an honor to work with the minds and energies of the collective team of professionals who are your executive board members. These professionals give their best to further the cause of ESL and Bilingual Education in all its multi-faceted manifestations. ITBE is indeed your organization for it provides you, our members, with the opportunity to engage in transformative education, whether it is incorporating technology in the classroom, dealing with the complexities of assessment of ESL/ELL learners, staying updated on current legislation in Springfield, or networking with others in ESL/Bilingual education.

I sincerely welcome you to another fulfilling year of promise as we move ahead with plans to revisit and revise our constitution and bylaws, constantly streamlining and updating our website, bringing Fall and Spring workshops to enhance your knowledge in the field, and our stellar annual Convention event, which this year is being moved to the Holiday Inn Select in Naperville.

I hope you have had a fulfilling summer and are ready to resume your work as a professional ESL-BE teacher, administrator, or learner. On behalf of the board of ITBE, it gives me great pleasure to welcome you to another year of exciting opportunities as I invite you to attend our Fall workshop at Truman College on October 15th, and our 32nd Annual Convention with the theme "A Circle of Service" at the Holiday Inn Select, 1801 Naper Blvd, Naperville, IL. 60563 on Friday and Saturday, March 3 and 4, 2006.

It is my sincere hope that every one of our members will reach out and recommend ITBE membership to friends and colleagues. ITBE serves its constituents with professional development opportunities, workshops, a website that is constantly updated. ITBE helps you to network and stay updated on current news and events in the field of ESL and ELL. In addition, your newsletter comes directly to you four times a year. I look forward to meeting you at our Fall workshop on October 15th at Truman College and our 32nd Convention at the Holiday Inn Select, March 3 and 4, 2006, in Naperville. Don't forget to visit our website at www.itbe.org.

SIG News

Get your pencils ready for ITBE's Elementary Poetry Contest!!
Elementary SIG will be sponsoring our first *Elementary Poetry Contest* in 2006!
Be sure to keep your eyes out for specific guidelines and deadlines that will be released this fall.
Winners for each category will be announced on March 3rd or 4th, 2006 at the ITBE Convention in Naperville, Illinois.
All details will be posted on the website for your convenience.



Your Board At Work

Yasmin A. Ranney (y-ranney@neiu.edu)

*President, Illinois TESOL•BE
Northeastern Illinois University*

Highlights from the March 5, April 16, and May 21, 2005 executive board meetings held at UIC's Tutorium Center, Illinois State University and Wheaton College respectively, are listed below.

- A decision was made to change the venue for the 32nd Annual ITBE Convention 2006. (See below). We hope to increase our convention attendance significantly, and we encourage you to consider presenting at our convention. Check our website (www.itbe.org) for frequent updates as calls for proposals are posted and online registration becomes available. We are currently working to finalize our plenary speakers, and that information will be included in the next Newsletter.
- The ITBE Constitution was revised to reflect the new assignment of the outgoing president of ITBE as chair of the Nominations Committee. Electronic voting and onsite voting at the Convention in 2006 were suggested as new ways of increasing our member participation in the election process.
- Our Spring Workshop held on April 16, 2005 at Illinois State University was well attended. Kudos and sincere gratitude go to Jennifer Eick-Magan and Karen Hilgeman for their outstanding work in coordinating the various aspects of both our Fall and Spring Workshops, which offered superb professional development opportuni-

ties to our membership.

- Letters were sent to all state legislators articulating ITBE's position opposing the proposed budget cuts in higher education funding. We remain convinced that this legislation, if approved, will negatively affect the new immigrant adult populations many of us are dedicated to serve.
- The ITBE Nominations Committee seeks nominations for the positions of 1st VP Elect, 2nd VP Elect, and Memberships Chair for the current year and the forthcoming year. For more information, please visit our website at www.itbe.org
- Our membership "year" has been changed. ITBE membership will no longer run for a calendar year, but instead will run for a year (or two years) from the date we receive your payment. Visit our website to download a membership application form or renew online at <http://www.itbe.org/>. Don't forget to let us know if your mailing address /phone/email address etc. has changed by accessing your account via the MMS on-line system or drop us an e-line at membership@itbe.org.
- Scholarships for undergraduate (\$500) and graduate students (\$1000) and awards to attend the 32nd Annual Convention in March 2006 are available to qualified candidates. Awards will be presented at the Convention. Applications are available on the ITBE website (www.itbe.org). Please help spread the word by mentioning these awards to your classmates and colleagues, or apply for yourself!

2006 STATE CONVENTION: NEW LOCATION, NEW FEATURES

Mark your calendar for Friday, March 3, and Saturday, March 4, 2006, for the 32nd annual ITBE state convention! This year's event will take place at the Holiday Inn Select on Naperville Road, just off of the East-West Tollway (I-88), in Naperville, IL. This hotel boasts bright, airy meeting rooms centrally located on the first floor and free parking or complimentary shuttle service from the Metra Station. In addition to the new location, there are new features to the program as well. Though registration rates will offer a savings for attending the full two-day program, there will now be a Friday-only option in addition to the long-standing Saturday-only category, and each day will include a sit-down, buffet-style luncheon. The new rates are now posted on the website at www.itbe.org.

As always, the ITBE state convention is a showcase of the latest trends, practices, and educational materials in the field, a forum to discuss issues that are important to us and the students we serve, and the place to network with colleagues old and new. The program promises stimulating presenters from across the state and beyond!

TESOL Update

Fabiola Ehlers-Zavala, Past President & TESOL Liaison

Dear ITBE colleagues,

The following items come from Laura Bryant, TESOL Member Relations Coordinator:

☞ TESOL is preparing to update the online affiliate directory and the affiliate electronic discussion list. The affiliate directory is housed on TESOL's Web site. Members who are interested in local ESOL issues use the directory to find a point of contact in their region. The affiliate e-list facilitates communication among the affiliate community and between TESOL and the affiliates.

☞ Affiliate News topic for 2005-2006. Innovations has been selected as the next topic for the Affiliate News. The detailed results are attached. Submission deadline: June 15th

☞ UPCOMING ELECTIONS FOR THE AFFILIATE LEADERSHIP COMMITTEE: There will be an election in a few months and TESOL will need your help to nominate affiliate leaders. The nomination process is still in development, but all leaders will be involved. The ATLC committee together with Mabel and Suchada are figuring out the best way we can have a fair nomination process.

Mark your calendars for TESOL events:

Sep. 23, 2005, TESOL Symposium on Dual Language Education <http://www.tesol.org/s_tesol/sec_document.asp?CID=23&DID=3115> Istanbul, Turkey

Dec. 16-17, 2005, TESOL Symposium on ELT in Resource-Challenged Contexts <http://www.tesol.org/s_tesol/sec_document.asp?CID=23&DID=2945> Dakar, Senegal

March 15-19, 2006, The 40th Annual TESOL Convention and Exhibit (TESOL 2006) <http://www.tesol.org/s_tesol/sec_document.asp?CID=23&DID=3711> Tampa, Florida USA

For information on any of these events, [visit www.tesol.org](http://www.tesol.org)
Finally, a word of Thanks!

Dear fellow ITBE colleagues,

In this last message as ITBE Past President and TESOL Liaison, I would like to thank each of you for having elected me to this three-year term that is coming to an end. I will always look back at these three years with both excitement and gratitude for the opportunity to serve our profession and grow professionally. The journey has been challenging but very fulfilling. Lots of goals have been accomplished with the collaboration of my fellow executive board members, and I am happy to have had the opportunity to work with many outstanding individuals who are truly committed to the ITBE organization. For this reason, I would like to reiterate my thanks to my fellow board members and the entire membership for their support and trust throughout these three years.

Sincerely,
Fabiola Ehlers-Zavala

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(continued from page 1)

practice and will help those students who feel nervous about interrupting the class for clarification. If you can provide some tips on what to say in these situations, then not only are you teaching authentic language, you are indicating that you are happy for them to seek clarification and helping them with the expressions that are appropriate in an academic setting. Noticing when your students use this language can also be very motivating. It may also be a good idea to provide a set question time during class in which you encourage students to use the expressions that you have given them.

3. Offer Fun ways to Opt out or Delay a Response

You have probably been in a situation where you have asked one of your students a question and you have waited and waited and perhaps given up on hearing a response. As the situation of waiting extends, the stress and frustration for both the teacher and the student increases. Some students may need a little more time than other students to form a response, but it can seem like an eternity to you. Therefore, try to offer some strategies for opting out or delaying a response so that the pressure is off. This can be done by asking pairs of students to form a response or by having a game in which students can pass on an answer in a fun way. Some of our students have played the game of “killer pass.” This is where they are asked a question and cannot respond, but pass the opportunity of answering to another person in the class. To do this they will say, “Killer pass to Fernando.” At least your students will have said something, but will not have had the excruciating feeling of being under the spotlight while everyone is waiting for them to answer.

4. Provide Clear Guidelines

We have already suggested that at the beginning class you give your students advance notice of what you will be expecting from them, and this kind of clear guidelining should be done throughout the course. Explicit indication of the kinds of language that you want your students to use can be very helpful.

For example, if you assign a paragraph describing a cultural holiday, make it clear to the students that you expect a topic sentence, supporting sentences, details, and a concluding sentence. Tell them explicitly that they should use the simple present tense because they are writing about customs that occur on a regular basis. Rubrics can also be very helpful in making your expectations clear and will make writing as well as speaking assignments less threatening.

5. Break Large Tasks into Smaller Pieces

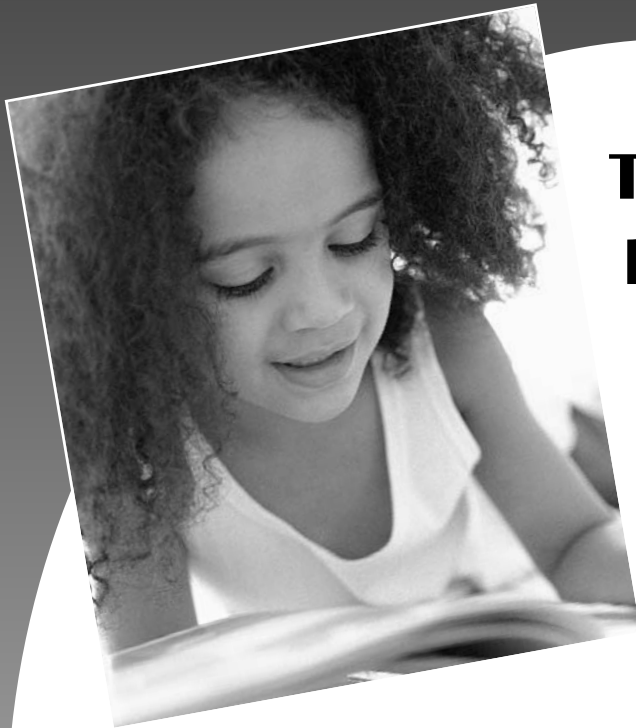
If our recollections are correct, it was Margaret Atwood who said that anyone can write a novel. All you have to do is break the writing of the book down into pieces that are small enough to accomplish. Breaking down the tasks and assignments that you give your students into manageable pieces will make the work less intimidating, and the rewards associated with a sense of accomplishment more frequent.

In one of our speaking classes, students are assigned an anthropology report. Presented with this assignment students initially feel unsure about how to go about it; however, when they see how the task can be broken down, they quickly gain confidence. This particular assignment is broken down into five main parts. First, they begin with an observation of something that people do in the U.S. that they find surprising. They follow this up with observations on how people might handle the situation in their home country. They then investigate reasons for the behaviors and write two more sections, one for each country, based on their findings. Finally, they write (and later) speak about their opinions. Many of the things we expect our students to accomplish appear overwhelming to students who lack confidence, but with guidance we can help them succeed.

Conclusion

From our perspectives it appears that quick retorts and opinions are generally valued in the U.S. This aspect of the culture has its positive side, but it is important to recognize that not all cultures value a quick response. In Japan, for example, many prefer a response based on reflection and waiting for that response is a normal part of interaction. As language instructors, it is important that we create a classroom environment where students from diverse cultures feel encouraged to contribute.

Wendy I. Bowcher is currently Associate Professor of Linguistics at Tokyo Gakugei University, Japan. She received her Ph.D. from the University of Liverpool, England. Patricia Galien has an M.Ed. from Rutgers University and has taught for more than sixteen years in Tokyo. She now teaches at Moraine Valley Community College in Palos Hills.



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Member Snapshot

Name: Margaret Ellen Gigous

Place of Birth: I have lived in the Chicagoland area my entire life. My husband and I currently reside in Addison, Illinois.

Currently Working As: Full-Time ESL Resource Teacher in Villa Park School District 45, Villa Park, IL During the summer I work at College of DuPage as an ESL/ABE Adjunct Instructor.

Years as an ITBE Member: I became a member of ITBE right after I graduated from Wheaton Graduate School in 2003.

A Memorable Experience for Me: During my first year of teaching ELL to elementary students, I met two sisters named Katherine (Kindergarten) & Luisa (First Grade). As the year progressed, I became friends with their mother. That summer, I was able to tutor the mother in English and practice reading with the girls. I was certainly challenged as I tried to improve my Spanish speaking ability! This was a memorable experience for me because I enjoyed spending time with this family. I was able to learn first hand about the obstacles that this immigrant family faced as they adjusted to living in the United States. We were able to teach each other aspects of our cultures. The mother's sense of humor made the experience enjoyable.

Most Frustrating Aspect of Teaching ELL: As we all know, the ELL population is very transient. I was caught off guard the first time one of my students suddenly moved. I hadn't received any notice that the student was leaving, so I was surprised when I



found out. I never got to say goodbye. Now I have accepted that this is a characteristic of this population. I am reminded that I need to cherish these students as long as I have them. I make each day count because I don't know if I'll see them tomorrow.

Professional Passions: Since I'm relatively new to the field, I'm still exploring exactly what area I want to specialize in. I really enjoy teaching ESL to elementary students. I would like to develop my Spanish proficiency so that I can eventually earn my Bilingual Certificate. This year, I was fortunate to work with two talented bilingual teachers, Sonia Bravo and Mariam Shabana. They have been very supportive in teaching me more about bilingual education. I also have a special interest in working with special education students who are also English language learners. There is a lot of uncharted territory in this specialized area. I want to learn how to serve these students more effectively and pass this knowledge to the grade-level teachers.

Future Plans: This fall will be the start of a busy school year. I will be continuing to teach ELL at North School in Villa Park. In addition, Districts 45, 4, and 88 have teamed up with National Louis University to

mentor teachers as part of an English Language Acquisition grant. The purpose of the grant is to educate teachers, administrators, and paraprofessionals about English Language Learners. I will continue to mentor teachers who are getting their ESL endorsements and co-lead discussion groups on relevant ELL topics. I am excited about serving as the Elementary SIG Chairperson. This year, ITBE will be having its first poetry contest for elementary students (K-5), so I will be working with others on the committee to finalize the details of the contest.

Beyond Work: Believe it or not, I still have time to do some activities outside of school and ITBE. I am a flutist, so I like to play every now and then in church. In the summer, I get out in the garden to plant flowers and battle the weeds. On Wednesday nights, I like to watch "LOST." If I'm not home when it's on, I make sure I record it.

SCHOLARSHIPS

Each year, Illinois TESOL•BE offers scholarships to students in undergraduate and graduate programs in English as a Second Language or Bilingual Education. A \$1,000 graduate and a \$500 undergraduate scholarship are awarded to deserving students.

In addition, ten professional development awards to attend the annual Illinois TESOL•BE Convention are given out to students and professionals. These awards pay for registration for applicants whose institutions don't pay for them to attend as well as hotel accommodations for one night at the Holiday Inn Select in Naperville, where the convention is being held, or travel reimbursement up to \$50.

For more information and applications, see the application forms in this Newsletter (pp.11 & 12) or check out "Awards" on our website: www.itbe.org.



Elizabeth Minicz

Associate Professor, Nonnative Literacy
Harper College

For *Tho Fan* *uyu Only:

Although I confess I am not a player of video games (I'd rather read or knit in my free time.) this story from the April 19, 2005, *New York Times* caught my eye. Stephen Totilo writes about a new language, *Tho Fan*, created for the Xbox game *Jade Empire*. (I admit I even like the name of the game.)

Developers who work for the Canadian gamemaker, Bioware, invented the language over a four-month period for just over \$2,000. Wolf Wikeley, a Ph. D. candidate in the linguistics department at the University of Alberta, invented an alphabet and began making words and finally sentences. Wikeley invented a grammar and rules so that *Tho Fan* would be unlike existing languages because he didn't want *Tho Fan* to sound fake. *Tho Fan* (pronounced THOH-fan) was originally conceived as sounding soft and deferential, but it metamorphosed into an elegant language of imperialists. *Tho Fan* doesn't use the verb "to be," and articles mark tense. Since his initial efforts in language invention, Wikeley has created four more languages for another video game, *Dragon Age*, also developed for Bioware. I hope he was paid more than \$2,000 for his efforts on that game.

Whether or not Wildly can be compared to Tolkein, who created several languages for the *Lord of the Rings*, or Mark Okrand, who published a Klingon dictionary, remains to be seen. Still his work opens up a new job market for linguistics majors.

* uyu=person, pronounced (OO-yoo)

And for Movie Fans: *kwambuu, sonna, digai, tenane

Said el-Gheithy, the head of the Centre for African Language Learning in London, created Ku for the recent film, "The Interpreter." Susan King writes about his efforts in an April 27, 2005, *Los Angeles Times* article. According to King, Sydney Pollack, who directed the film, wanted an invented language for his invented African country, Matobo, and its U.N. translator in the movie, Nicole Kidman. Pollock also wanted an authentic-sounding language, but wanted to avoid difficulties related to using a real one.

El-Gheithy modeled Ku after Bantu, but gave it a new twist. He said, "Africans from that area will recognize the language, but will be slightly confused by the new structure. The Bantu language is identified by the use of prefixes or indicators that are used at the start of the word or subject matter." In Ku, the prefix indicators are at the end of words. Additionally el-Gheithy invented customs and traditions for Ku to supplement the 500 words in the language. He says Ku is a verbose, dense language with an elegance of poetry. When the movie is released as a DVD, check out el-Gheithy's claim for yourself.

* in order: How are you?, hello, good-bye, thanks

No More Jibba-Jabba

While some people are inventing languages, others are trying to clean up English. TESOL, TESL, ESOL, ELL, LEP, NCLB. Our field is rife with acronyms that spell check doesn't recognize. Business is rife with jargon. Who among us has not heard of best practices, core competencies, brain dumps, or brain freezes?

Kate Jackson, writing for *The Boston Globes* on April 17, 2005, reports on "buzzword backlash." She says, "It is clear people are tired of the disingenuous corporate-speak that flows freely at the office; a place where it is sometimes necessary to 'drink from the firehose' to prepare for a 'brain dump.'" Three consultants have written a book entitled *Why Business People Speak Like Idiots: A Bullfighter's Guide*. Unfortunately, it's not only business people who speak like idiots, not to name names.

Bill Hayes, president of the New England District for Accountemps, recently sponsored a national survey on the most overused words and phrases in the business world. The survey identified "win-win," "take it off-line," "solution," and "get on the same page" as the most offensive. Yikes, not only have I heard these at work, I am guilty of using a few of them as well. Get my point about business jargon being as invasive as weeds in your garden?

The three co-authors of *Why Business People Speak Like Idiots* have also created software that "... performs search and destroy missions for jargon on Microsoft Word documents and PowerPoint presentations" writes Jackson in her story. She quotes Jon Warshawsky, one of the Bullfighters co-authors, "Intelligent business people who are confident in their messages and passionate about their companies don't need obscure language to communicate. . . . "Strike business!

Warshawsky, and co-authors Brian Fugere and Chelsea Hardaway conducted a study (in an Atlanta Starbucks) to find out how average people view corporate speak. It's no surprise, says Warshawsky, that "Overall, people found straight talkers more likable." Remember that. ♦



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

Applicants must:

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

CHECK ONE:

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

PLEASE PRINT:

Name: _____

Street Address: _____

City, State, Zip Code: _____

Home Phone: _____ Work Phone: _____

E-mail: _____ ITBE Member Number: _____

School Name and Degree Program: _____

(check one) Currently Enrolled _____ Will Enroll in 2006-2007 _____

SUPPORTING MATERIALS:

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

All applicants for the \$1,000 Graduate and the \$500 Undergraduate Scholarships must have valid memberships in Illinois TESOL•BE through March 2006. To become a member of ITBE or to renew membership, mail a completed membership application and your dues along with your scholarship application materials. You can also renew your membership online at www.itbe.org. Membership applications are available on our web site or in the ITBE Newsletter. Check your status by using your member log-in on the ITBE web site or by e-mailing us at membership@itbe.org.

MAIL COMPLETED APPLICATIONS, POSTMARKED
BY DECEMBER 1, 2005, to:

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

Scholarships will be awarded at the 32nd Annual State Convention on March 3, 2006 at the Holiday Inn Select in Naperville, IL. Recipients will be notified by phone and by mail. For additional information, e-mail awards@itbe.org.



**Professional Development Awards to Attend
the 2006 TESOL•BE State Convention**

Each year, Illinois TESOL•BE demonstrates its commitment to the field of English as a Second Language and Bilingual Education by awarding a maximum of ten professional development scholarships for ITBE members to attend the annual convention. The Professional Development Award covers registration for the March 3-4, 2006 ITBE convention at the Holiday Inn Select in Naperville. In addition, either hotel accommodations for Friday night or a maximum of \$50 worth of transportation expenses will be covered.

Applicants for the Professional Development Award must

- a) be practicing or retired ESL and/or bilingual education teachers or full-time or part-time graduate or undergraduate students enrolled in a program in TESOL, bilingual education, or a related field;
- b) demonstrate financial need;
- c) not be eligible to receive support for the ITBE convention from their institutions;
- d) be members in good standing of Illinois TESOL•BE March 2006; and
- e) submit a completed application form along with all required supporting materials.

Application

PLEASE PRINT:

Name: _____

Street Address: _____

City, State, Zip Code: _____

Home Phone: _____ Work Phone: _____

E-mail: _____

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

SUPPORTING MATERIALS:

- 1) A letter of application (word-processed and double-spaced) with an explanation of how you will benefit from attending the Illinois TESOL•BE State Convention and a brief statement of financial need.
- 2) A letter from an employer or academic program verifying employment or enrollment and financial need. (NOTE: Individuals whose employers offer financial support for professional activities are not eligible.)

All applicants for the Professional Development Award must be members of Illinois TESOL•BE through March 2006. If you are not currently a member of ITBE or if you would like to renew your membership, mail a completed membership application and your dues along with your award application materials or renew your membership on-line at www.itbe.org. Membership applications are available at www.itbe.org or in the ITBE Newsletter. Please make sure your Illinois TESOL•BE membership is valid through March 2006. Check your status by using your member log-in on the ITBE web site or e-mail us at membership@itbe.org for the expiration date.

**MAIL COMPLETED APPLICATIONS,
POSTMARKED BY DECEMBER 1, 2005, to:**

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

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

**ILLINOIS TESOL•BE ELEVENTH ANNUAL
ESL STUDENT WRITING CONTEST
RULES & REGULATIONS
2005-2006**

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

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

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

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

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

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

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

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

DEADLINE- ALL ENTRIES MUST BE POSTMARKED NO LATER THAN DECEMBER 16, 2005.

MAIL ENTRIES TO:

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

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

ILLINOIS TESOL•BE TENTH ANNUAL
ESL STUDENT WRITING CONTEST
2005 - 2006

ESSAY COVER SHEET

(PLEASE PRINT)

NAME OF STUDENT _____
FIRST LAST

GENDER: _____ MALE _____ FEMALE

HOME COUNTRY _____

FIRST LANGUAGE _____

SPONSORING TEACHER _____
FIRST LAST

NAME OF SCHOOL _____

SCHOOL ADDRESS _____
NUMBER STREET
CITY STATE ZIP CODE

SPONSORING TEACHER'S EMAIL ADDRESS _____

TELEPHONE NUMBER _____
(BEST PLACE TO REACH SPONSORING TEACHER)

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

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

MEMBERSHIP APPLICATION

NEW RENEWAL DATE _____

PLEASE PRINT OR TYPE

NAME _____

Name(s) of Employer(s): _____

Mailing Address _____

Home Phone () _____

Work Phone () _____

City _____

Fax () _____

State _____ Zip _____

E-mail Address _____

Check if change of: Name Address

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

1 YEAR MEMBERSHIP

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

2 YEAR MEMBERSHIP

- Regular \$60.00

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

FOR OFFICE USE ONLY

Check # _____

Amount: _____

Received: _____

I am a member of: IEA/NEA IFT/AFT NABE IACEA TESOL
 I work primarily in: Adult Education Elementary Education Secondary Education Higher Education

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

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

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

Make checks payable to Illinois TESOLBE

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

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

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

Membership in Illinois TESOLBE is separate from membership in TESOL.

The Professional Planner

September 24	Full Board Meeting Saint Xavier University, Chicago Contact: Yasmin Ranney (y-ranney@neiu.edu)
October 15	ITBE Fall Workshop Truman College, Chicago Contact: Yasmin Ranney (y-ranney@neiu.edu)
September 30- October 1	2005 WITESOL Annual Conference Wisconsin Dells, Wisconsin Contact: http://www.witesol.org/WITESOL_05.htm
November 6-8	NAFSA Region V Conference Springfield, Illinois Contact: http://www.region5.nafsa.org/conference/
If you need information on the above dates, please visit website at itbe.org	





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

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Niles, IL 60714-5163

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