

# ITBE Newsletter

## CORRECTION OF ORAL ERRORS IN ADULT SECOND LANGUAGE LEARNING

Cheri L. Pierson, *Wheaton College Graduate School*

Everyone makes mistakes when speaking. Even native speakers make mistakes in their own languages. As a language teacher or tutor—and even as a language learner—it is important to know how to treat errors in oral communication. However, the issue of dealing with oral errors in adult second language learning is complex, with specialists in the field holding varying opinions.

This paper examines four basic questions most commonly asked about the correction of oral errors: Should errors be corrected? That is, does error correction serve a useful purpose? If yes, what types of errors should be corrected? When should they be corrected? How should they be corrected? By grappling with answers to these questions, those who work with adult second language learners will be better prepared to make more effective decisions about the treatment of errors that learners make in the classroom and in the broader community beyond the classroom.

### Should Errors Be Corrected?

Historically, language specialists have held varying opinions about error correction. In the 1950's and 1960's, behaviorists looked at all errors in oral production as bad and always in need of correction (Brooks, 1964). During the 1970's and early 1980's the pendulum swung to a more relaxed approach with some specialists recommending no direct error correction at all, instead supporting the idea that increased accuracy would be a natural outcome of learning to communicate in a new language (Krashen & Terrell, 1983).

In recent years language learning specialists have taken a

more balanced view when answering the question, "Should errors be corrected?" Most no longer insist on correcting every error, but neither do they avoid correction altogether. Instead, they believe that judicious error correction is helpful and should be provided in appropriate ways. Today's practitioners believe that a sensitive approach to the development of increased accuracy can improve the learner's proficiency in the language (Brown, 2000). This also meets the felt need of most adult language learners, who want and expect some correction from their language instructors and other native speakers (Cathcart & Olsen, 1976).

### What Types of Errors Should Be Corrected?

To follow the advice of current specialists in the field means that we will not attempt to correct every error we hear in oral communication. But this leads to another question: Which errors should we attempt to correct and which ones should be left alone? Let's look at three categories of errors that may need some form of correction: (1) errors that impair communication, (2) errors that have a stigmatizing effect, and (3) errors that are produced the most frequently. Each of these three can cause considerable difficulty for the learner.

### Errors that Impair Communication

Burt and Kiparsky (1972) categorize errors as *global* or *local*. Global errors break down communication and prevent the listener from comprehending the intended meaning of the speaker. *Local errors*, on the other hand, involve a minor violation in the language without affecting the intended meaning. Hendrickson (1980) recommends that local errors should not be corrected, while global errors, including global errors of form (e.g., grammar, pronunciation, or vocabulary), need to be treated in some way since they impair communication. For example, while I was living in Gothenburg, I found a language helper who worked with me in Swedish in exchange for some conversation lessons in English. One day while we were practicing English, we had the following exchange:

Kia: How long you here for, Cheri?  
Cheri: I'm here for about a year to study Swedish.  
Kia: You already here for one year?  
Cheri: No...I've only been here several months.  
*(Personal Language Journal, July 1983)*

Later as I analyzed this conversation, I realized that the miscommunication related to Kia's first question, "How long (are) you here for?" usually refers to the future and that is how I interpreted it. What Kia really wanted to ask was "How long have you been here?" She chose the wrong English verb form, which led to misunderstanding (a global error). When I met with her the next time, we reviewed the conversation so that in future encounters with English speakers she might ask the appropriate question in order to get the response she wanted.

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Membership in Illinois TESOL•BE is open to all interested individuals. To join, please use the form in this issue of the *Newsletter*; for further information about membership, call (312) 409-4770 or visit our web site at [www.itbe.org](http://www.itbe.org).

### Submission Information

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# Message From The President

Yasmin A. Ranney



Yasmin Ranney  
2005-2006 President

We have started our academic year with focused efforts on professional development activities. Thanks to the untiring efforts of our Professional Development chair, Jennifer Eick-Magan, who diligently brings together a terrific slate of speakers, we again experienced an exciting array of presentations at our Fall Workshop. Congratulations on doing a fab-

ulous job, Jennifer, and thank you for your efforts. Our recent Fall Workshop was held on Saturday, October 15, 2005, at Truman College with an estimated attendance of about 100 ITBE members. The workshop commenced with a plenary presentation by Jeff Libman, author of *An Immigrant Class: Oral Histories from Chicago's Newest Immigrants*, which is a collection of oral histories and photographs of recent immigrants to the Chicago area from around the world. As revealing of our society as it is of the lives of these newest Americans, *An Immigrant Class* reminds us that we are all immigrants.

Other concurrent sessions presented at our Fall Workshop included "Reading in the Content Areas," by Tim Collins, National-Louis University; "Using the Newspaper for Real Life Skills," by Jill Todres, Albany Park Community Center; "Composition Online," by David Eick, Grand Valley State University, Grand Rapids, Michigan, among others.

On behalf of the ITBE Board, I welcome you to another year of exciting opportunities. The premier event this academic year is the Spring Convention, which will be host-

ed at the Holiday Inn Select, Naperville, Illinois, on March 3-4, 2006. I know many of our Chicago Public School teachers have an In-Service Day already scheduled for Friday, March 3rd, 2006. It is my sincere hope that you will be able to use this day for your professional development and get cpdu's by attending the Convention. The theme of the 2006 Convention will be "A Circle of Service." (For more information on the Convention, please see pp. 10 - 12 in this issue).

In other matters, your Board voted to archive as many of the old issues of the ITBE Newsletter as are available on our website. This process will be undertaken soon and will continue through the Spring 2006. Past issues of ITBE newsletters will then be available via our website at [www.itbe.org](http://www.itbe.org) This effort will be undertaken by Kerri Bonds, our data manager, and Maja Teref, Chair of Technology Committee. Ladies, thank you for the work you do on various aspects of ITBE work.

Future issues of ITBE Newsletter will also be available for viewing online. However, if you wish to continue receiving them as hard copies, you will be able to choose this option by accessing the MMS information system and checking the appropriate box.

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 and networking opportunities through its workshops, convention, newsletter, and a website that is constantly updated with current news and events in the field of ESL and BE.

## TESOL Update

Madonna Carr, Past President & TESOL Liaison

Dear ITBE colleagues,

● Don't forget to cast your votes for the TESOL Board of Directors. The TESOL Board of Directors is a 16-person governing board elected by electronic/mail ballot. Members who have received their ballots may login and cast their votes online at <https://www.intelliscaninc.com/tesol.htm>. The deadline for voting is January 10, 2006.

● Start planning for the 40th Annual TESOL Convention and Exhibit, March 15-18, 2006 in Tampa. This year's theme is 'Daring to Lead.' Information for attendee registration and hotel reservations for TESOL's convention in Tampa will be available after November 1, 2005. The Advance Program will be mailed in mid-November; it contains all forms and information on the convention. The actual convention registration and hotel reservation Web sites do not open until December 1, 2005.



# Your Board At Work

*Kasia Stadnik, First Vice-President, Illinois TESOL•BE*

## Highlights from the August 26, September 24, and October 15, 2005 Board meetings

The new Executive Board has met three times since the beginning of the 2005-2006 year. The discussion focused on the following issues:

- A Convention Committee was formed in the summer to organize the Annual Convention (the two Co-Second Vice Presidents resigned) with Past President Madonna Carr as the Chair. The Committee reported on the progress of their work during each of the three Board meetings. The new location, format, and rates for the Convention (see the details in this issue of the Newsletter and at [www.itbe.org](http://www.itbe.org)) were the subject of discussion at each of the meetings. Board members voted electronically to approve the new rates before the August 26 meeting.
- MMS—Member Management System will allow the members to accomplish a lot of ITBE-related tasks online: new member registration, registration for the Convention, etc.
- The Technology Committee Chair, Maja Teref, reported at each of the three meetings on the progress in working on MMS, the member database, and the website. ITBE is moving towards online format for many of its operations, which requires a great amount of work from Maja.

One of the issues discussed at the meetings relates to the technical glitches that resulted in some members' membership being dropped by mistake. The problem is being addressed.

- On October 15, the Board voted to begin posting the Newsletter online in spring 2006, with the most current issue to be accessible only by members and the previous issues to be archived for public access. Members who prefer a paper version of the Newsletter will continue receiving it in that format.
- The Professional Development Committee and its Chair, Jennifer Eick-Magan, put together a very successful Fall Workshop. This event was a topic of much discussion during each of the Board meetings.
- The Awards Committee has been working on publicizing the ITBE awards. Members can find applications for the awards on the website and in the Newsletter.
- A poetry contest for elementary students has been added to the events organized by ITBE. It parallels the writing contest for students in grades 6-12. Information about each can be found on the website and in the Newsletter.
- The Board will be voting on approving the organization's budget for 2005-2006 at its November 11 meeting. Laurie Martin, the Treasurer, presented a draft of the budget to the Board for discussion at the October 15 meeting.

### Open Call for the 2007 ITBE Annual Convention Committee Chair

Please email your interest  
via our website at [www.itbe.org](http://www.itbe.org)

### Notice from the Board

The Board is currently proposing changes to the ITBE Constitution. After the Board has formally agreed on the amendments to the Constitution, the membership will be asked to ratify the proposed changes, which will be posted on the website, and members will be notified of voting procedures.

### To ITBE Members:

You have the option of receiving your ITBE Newsletter via our website. If you wish to continue receiving a hard copy, please access your personal information on our website, and check the appropriate box. Please check one option by changing Contact/Profile Information to reflect your preference for future issues of the ITBE Newsletter - e-copy via our website, or hard copy in the mail. You can now also review past Newsletter issues in the Archive Section of the ITBE website.

# SIG News

## Higher, Secondary & Elementary

### Higher Education SIG News

During the October 15<sup>th</sup> Fall Workshop, HE SIG Chair Becky Eagen led 15 members representing eight universities and colleges in a review of the SIG's Statement of Purpose and a brainstorming session regarding possible SIG objectives for the 2005-2006 academic year generally and the 32nd annual ITBE convention specifically. Noting the overlap often experienced with those in Adult Education, the participants discussed the unique nature of the SIG to serve not only those who teach ESL and bilingual courses in a higher education environment but also teacher trainers, researchers, and students of TESOL and bilingual education. Members expressed an interest in developing a forum in which colleagues could encourage and guide one another in publishing and presenting their work, along with job networking and idea sharing via an email listserv and meetings, and more instruction on the role of technology, assessment, learning strategies, peace education, spirituality and cross-cultural communication in the EAP classroom. Those interested in receiving the most up-to-date information regarding the SIG should contact Becky Eagen at [highsig@itbe.org](mailto:highsig@itbe.org).

### Secondary SIG News

Meeting was held Oct. 15th at Truman College. Much of the discussion centered around assessment of ELL students: what assessment tools are currently being used at the secondary level in Illinois. Other topics discussed that would be possible topics for future workshops and/or conventions were:

1. assessment of ELL students with special needs
2. the WIDA ELP standards and how to use them
3. access for ELL students Facilitator Training
4. writing strategies and rubrics being used to assess writing

### Elementary SIG News

Meeting was held on October 15, 2005 at 11:15. There were 11 people in attendance. First, attendees introduced themselves. Next, Margaret Gigous gave everyone a copy of the Elementary Poetry Writing Contest and listed some opportunities where members could volunteer to help out with the Poetry Contest. They include: Printing up the certificates for the poetry contest. Typing up a letter of recognition to principals on behalf of the applicants' teachers.

A photographer to take pictures during the presentation of awards.  
Helping to set up refreshments. (The food will be brought on site. It just needs to be arranged on the table.)  
Of course, we need judges!

The group discussed topics that they would like to learn more about. They included activities to do with newcomers (accommodations) and finding a job in the elementary field. Members were encouraged to contact Margaret if they knew of anyone that wanted to present at the annual convention in March. Everyone was encouraged to send the messages to the Elementary SIG email address. [elemsig@itbe.com](mailto:elemsig@itbe.com)

Finally, Claudia Becker talked briefly about how to write a proposal. She mentioned that the call for preparation of brochures will be on the website shortly.

### Attention all Primary and Intermediate ESL/ Bilingual Education Teachers

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

I encourage you to have as many of your students as possible participate. Please review the attached Guidelines and Rubrics for more details. Winning applicants will receive cash prize awards for first place in grade levels 3, 4, and 5. Recipients will also be recognized at our Annual Convention on Saturday, March 4, 2005 at the Holiday Inn Select, Naperville, Illinois. The essay cover sheet must accompany the written entry. All essays must be postmarked by December 20, 2005. For additional information on the Illinois TESOL-BE Elementary Poetry Contest, please visit our website at [www.itbe.org](http://www.itbe.org), or contact me: Margaret Gigous - North School - 150 W. Sunset - Villa Park, IL 60181 - (630) 530-6285 (work) or (630) 627-7578 (home) Thank you for your consideration. I look forward to hearing from you.

Sincerely,

**Margaret Gigous**

Illinois TESOL•BE Elementary SIG

~~~~~SAVE THE DATE ~~~~~

Spring Workshop: Saturday, April 15, 2006. Location: TBA

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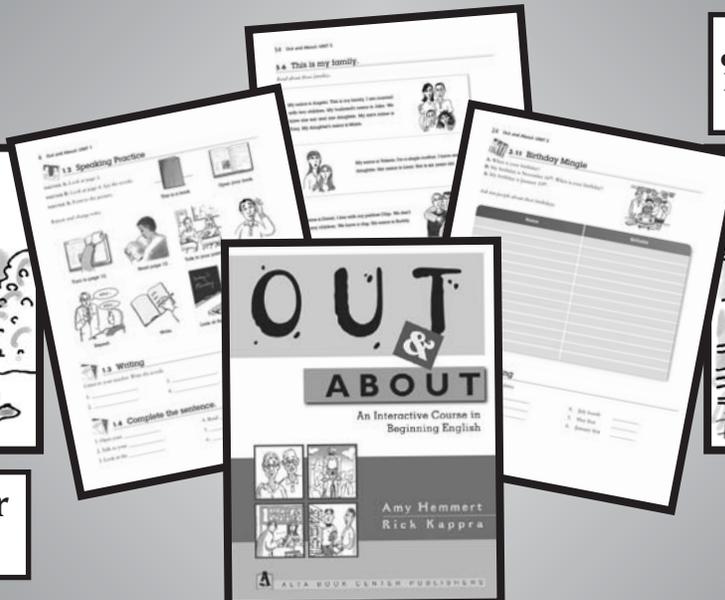
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(continued from page 1)

### Errors that Stigmatize the Learner

Global errors of meaning include those that stigmatize the learner, for example, as rude, indifferent, or stupid. These errors often occur when the language learner fails to understand or respond appropriately to the social rules of the target culture. For example, one of my international students reported the following conversation to me:

Radu (*enters a food mart*): Good morning. It's beautiful day?

Proprietor (*not responding*): What can I do for you?

Radu: Give me six apples.

Proprietor (*weighs six apples*): Anything else?

Radu: No. How much this?

Proprietor: \$1.23 (Personal Teaching Journal, May 1997)

From the syntax it doesn't appear that there are any global errors of form that would cause miscommunication. However, Radu felt that the proprietor was "cold and indifferent" because he ignored Radu's greeting. When I told him that the proprietor may have been distracted by a large number of customers, Radu was still upset because in his culture you *always* respond to a greeting before you do business.

As we discussed the scenario, Radu began to understand the situation from a different cultural perspective. First, he came to realize that in this English-speaking food mart, it is important that the proprietor waits on customers quickly and efficiently. Second, he remembered that the customer is expected to use polite language (e.g., *please*) to make a request. (Although Radu knew this social rule, he forgot to use *please* because he was upset with the proprietor's indifference.) In summary, as far as the two very different cultures were concerned, both Radu and the proprietor seemed to be responding appropriately, but when the conversation was viewed from the other participant's perspective, some serious social rules had been broken on both sides. This follow-up discussion helped Radu identify his own errors in the exchange. As a result, when he returned to the food mart several days later, he had a linguistically successful exchange with the proprietor.

I have discovered that people in the target culture usually don't mind if foreigners make some grammatical mistakes (e.g., "How much this?"). However, they are not as forgiving of those who violate the social rules of the culture such as making a request in a way that sounds rude or otherwise inappropriate. Thus, this latter type of error is clearly a candidate for correction.

### Errors that Are Produced Frequently

Errors that are produced frequently may also need to be addressed. Brown (2000) offers the example: "John cans

sing. John may sing. John wills go" (p. 218). Here, we understand the communication, but the speaker seems to be having difficulty distinguishing modals (e.g., *may*, *can*) from other verb forms. According to a study done by DeKeyser (1995), the language learner may benefit from explicit instruction in a case where specific grammar rules are broken. In this case, explicit instruction may help to reduce the frequency of errors with modals.

To summarize, when teachers, tutors and others ask the question, "What types of errors should be corrected?" I suggest they first consider the significance of the error. Will it impair communication? Does it cause the speaker to be stigmatized in a negative way? Does it occur frequently? Answering these questions is the first step toward dealing effectively with learners' oral errors.

### When Should Errors Be Corrected?

Once we have identified an error as a candidate for correction, we need to determine the best time to give correction so that the feedback will "stick" and be genuinely helpful to the learner. Cohen (1990), citing Allwright (1975) and Krashen (1982), offers various criteria that can help teachers and tutors to decide when to correct oral errors and when to postpone correction to a more opportune time or occasion. He suggests that oral corrections will most likely have an impact when:

- 1) The learner is developmentally ready for the correction being offered and has adequate knowledge about the structures involved,
- 2) The learner has time to digest the corrections,
- 3) The learner writes down the correction form in a notebook—possibly in a special section for that kind of information and
- 4) The learner verifies the correct form with a native speaker (e.g., the teacher, tutor, helper or someone else) at a later time. (adapted from Cohen, 1990, p. 60)

When talking with language learners, as well as with teacher and tutors, I believe it is important to help them understand that every error they deem "serious" does not have to be corrected immediately. In fact, it is usually counterproductive to attempt immediate correction of all errors, especially when learners are at the stage where they make numerous errors in speaking. Rather, an understanding of when correction will be most effective and when it should be postponed can help learners feel more accepting of their inevitable errors that are a part of the language learning process and help them develop more realistic expectations. Also, a clearer understanding of when to correct can help teachers and tutors relax a bit and not feel that they are either neglecting their duty when correction is appropriately postponed or that the learner will be permanently harmed when there is no attempt to correct every error immediately.

Lindsay (2000) adds another dimension to the discussion about when to correct. His concern centers on the purpose of the learning activity—whether its purpose is to develop accuracy or fluency. If accuracy is the aim of a learning activity, then the language teacher or tutor should make the correction soon after the error has occurred. However, if fluency is the aim, then delaying the correction until the activity is over is usually more effective. This allows the learner to digest the correction and even to write down the correction in a notebook (points 2 and 3 in the list above).

### How Should Errors Be Corrected?

Once we have decided that correction is warranted, then we must focus on how to correct in a way that is both appropriate and effective. Even though the literature does not offer one perfect method or technique for error correction, specialists suggest a range of ideas that may prove helpful. Bailey (1985) begins with Long's (1977) assertion that the first and most crucial decision is "whether or not to treat it [the error] at all" and continues with six more steps in the error treatment process.

For the teacher or tutor who wishes to treat an error, I suggest the following three-stage model which includes some of the suggestions listed by Bailey. First, see if the learner initiates a self-correction. To do this, wait a few seconds to see if he or she makes the needed repair. While an average "wait-time" in teacher-learner interaction is about 1-2 seconds, if the learner is given a little longer, say 3-5 seconds, he or she may be able to rethink what was said and initiate a self-repair. Sometimes a cue (e.g., a voice signal or gesture) can signal that an error has occurred, thus giving the learner an opportunity to repair it.

Second, for those working in a classroom or small group, if self-correction fails, then ask the learner's peers for assistance—as long as this is a culturally appropriate practice. This approach will help the others in the group to be engaged in what is happening in the interaction. It also helps the teacher or tutor to know if others are aware of the language problem. Once the peer correction is given, it is important to refer the correction back to the learner in a non-threatening way to check for comprehension. If the student repeats the correction and also shows understanding, be sure to give praise or recognition as appropriate. However, if the learner is not processing the correction, then do not prolong the situation, but note it for additional practice or for focus at a later time when the learner has progressed in overall language proficiency and is developmentally ready to deal with the aspect of the language that has caused the problem.

Finally, if steps 1 and 2 fail, the teacher or tutor should assist the learner with the correction. This may include deciding if, in addition to the individual, the whole group

needs further work on the problem areas. By following this process and determining the types of errors to treat, we can make more well-informed decisions with errors that impair communication, stigmatize the learner, or are repeated often.

### Conclusion

Error correction is a complex issue with no simple answers. Fortunately, language teaching specialists have provided some useful guidance for those who must grapple with decisions about whether correction is needed for a given error or category of errors—and if it is, what types of errors to correct, when to correct, and how to correct. Once informed about the range of options, those who work with adult second language learners—teachers and tutors—can adapt the suggestions from this article to the needs of their learners. Furthermore, by educating the learners themselves about the issues surrounding error correction, learners can deal more effectively with their own errors and thus make better overall progress in developing second language proficiency.

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# ITBE Fall Workshop 2005

By Jennifer Eick-Magán, Professional Development Events Chair

Around one hundred people attended the ITBE Fall Workshop on October 15, a gorgeous fall morning. Truman College, located in Chicago's Uptown neighborhood, hosted this year's workshop. Those in attendance raved about author/educator Jeff Libman's plenary presentation, in which he related stories from his book, *An Immigrant Class: Oral Histories from Chicago's Newest Immigrants*.

In addition to the plenary, the heart of the workshop was the lineup of exceptional concurrent sessions that reached out to all of ITBE's special interest groups. Russell Clark, Director of the English Language Academy at DePaul University, commented on the session "Composition Online" by David Eick, French professor at Grand Valley State University. He said, "It was refreshing to see what someone in a related language teaching area was doing. The session was an update on the use of technology and blogs, which is totally cutting edge, yet was presented as accessible and transparent." Becky Eagen, also of DePaul, praised Laurie Martin's session on "Teaching Reading to Adult ESL Learners: Evidence-Based Approaches," saying, "It helped me to critically evaluate my current practice and will change the way I teach vocabulary to adults, beginning with my first reading class tomorrow."

ITBE would like to thank Truman College faculty and staff for their help in making this workshop a success. Also, special appreciation is due to all of our sponsoring publishers.



Angelyn Bartolomei  
member-at-large



Jeff Libman and Ana King



Rahaf Othman  
convention assistant



Laurie Martin- presenting at workshop



Board meeting in progress-10-15-05

# 32nd Annual ITBE Convention

Holiday Inn Select in Naperville, IL

March 3 & 4, 2006

Dear Colleague,

On behalf of the Executive Board and officers of Illinois Teachers of English to Speakers of Other Languages•Bilingual Education, I invite you to our 32nd annual ITBE convention, which will be held on **March 3 and 4, 2006** at the **Holiday Inn Select in Naperville, Illinois.**

Our annual convention is one of the largest gatherings of state-affiliated ESL and Bilingual Education professionals in the United States. This event provides a setting for teachers, teacher educators, students, administrators, researchers and publishers to share their work, experiences, and questions on a wide range of topics in these fields. This year's convention is moving to a **new suburban location.** We hope this will provide an opportunity for our suburban colleagues to more easily participate in the ITBE annual convention. We are also offering the option of **registration packages for Friday and Saturday** or the new option of **single-day registration** for either Friday or Saturday only. However, we encourage all our members to take advantage of the excellent programming and economic benefits offered by registering for both Friday and Saturday. Also new this year, registration includes a full buffet luncheon on both Friday and Saturday at the Holiday Inn Select.

The theme for the 2006 convention is **A Circle of Service.** This year's theme was chosen to reflect the essential link in the circular connections between learner, teacher, family, and community and the many and varied roles that the ESL and Bilingual Education professional plays in the process. We will have a special plenary speaker on each of the two days of the convention. On Friday, March 3, our invited speaker will be **Elise Klein of Teachers Against Prejudice**, a grassroots non-profit organization that works with students and educators to create open environments for discussion of issues affecting people of all ages and backgrounds. On Saturday, March 4, our plenary speaker will be **David Mendelsohn, Professor of Applied Linguistics and ESL at York University.** In addition to his 41 years of teaching and training experience, this widely published author and lecturer continues to explore new areas related to language learning. He is currently working on a book of refugees to Canada telling their own stories. Both speakers will preside at smaller group sessions in addition to their plenary addresses. In addition to our morning plenary speakers, this year we are lucky to have the Saturday closing plenary presented by **Mr. Nathan Bierma** of the **Chicago Tribune's** column **On Language.**

Over the two days of the convention there will be **more than 60 individual sessions** in which presenters will discuss research, instructional methods, materials development projects, and a variety of professional issues relevant to our work today. Participants may earn **Continuing Professional Development units (CPDUs)** for attendance at the convention. Please note the early registration deadline of **January 30, 2006.**

With this invitation I also encourage you to submit a proposal for presentation at the convention. The extended deadline for submission of proposals is **December 19, 2005.** Details on procedures for submitting proposals are contained in the materials accompanying this letter.

Complete information on all aspects of the convention as well as procedures for registration and proposal submission can be found on the **ITBE website: [itbe.org](http://itbe.org).**

I look forward to joining you in Naperville on March 3 and 4, 2006. If you have additional convention questions, please contact me via e-mail at: [convention@itbe.org](mailto:convention@itbe.org).

Sincerely,

Madonna Carr, Chair  
Convention Committee



# Illinois TESOL - BE 32nd Annual State Convention

## March 3-4, 2006, Naperville, Illinois

### PLENARY SPEAKERS



**FRIDAY,  
MARCH 3**

**Elise Klein**

Educator, academic director, curriculum developer, teacher trainer, facilitator, workshop presenter and speaker Elise Klein has worked in the field of ESL and cross-cultural communication both domestically and abroad for

17 years, doing her part to bring the world closer together. Currently president and founder of TAP, Teachers Against Prejudice, a grassroots non-profit organization which works with students and educators from elementary school through college on issues dealing with prejudice and discrimination through the critical exploration and examination of television and film. Elise's presentation will focus on human rights, civil rights, and equality for all: raising awareness of prejudice and discrimination while creating open environments for discussion and fostering critical thinking in people of all ages and backgrounds.

**SATURDAY,  
MARCH 4**

**David**

**Mendelsohn**

is a Professor of Applied Linguistics and ESL at York University. He is also the Director of the Graduate Programme in Theoretical and Applied Linguistics.



He has been teaching ESL and training teachers for 41 years, and has taught and lectures in many countries around the world.

He has published seven books, six of which have been linguistics and/or ESL related. His most recent book is on a non-ESL topic. He is currently writing a book of refugees to Canada telling their stories. In addition to the above, David

has published numerous book chapters and articles in scholarly journals, and has given over 200 conference presentations, several of them being invited keynote/ plenary addresses, including two plenary addresses at TESOL International Conferences in 1992 and 1996.

In June of 2005 he received an award from TESL Canada for lifetime service to the ESL profession. He is happily married and grandfather to a collection of wonderful grandchildren.

### CPDU CREDIT:

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

### CONCURRENT SESSIONS:

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

### PUBLISHERS' EXHIBITS:

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

### SPECIAL INTEREST GROUP (SIG) MEETINGS:

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.

### ACCOMMODATIONS:

Holiday Inn Select  
1801 Naper Blvd.  
Naperville, Illinois 60563  
(630) 505-4900

### Room Rates:

Sales tax added to room rate  
King or Double \$79.00  
King Studio \$99.00

King Suite \$109.00. Room reservations must be made no later than February 9, 2006. Please mention the ITBE Convention to receive these rates.

### REGISTRATION FEES:

**EARLY Registration**  
(Postmarked or posted online through January 30)

| Friday and Saturday |       |                      |       |
|---------------------|-------|----------------------|-------|
| Member              | \$105 | Non-Member           | \$135 |
| Student             | \$70  | Student** Non-Member | \$85  |

| Friday Only |      |                      |       |
|-------------|------|----------------------|-------|
| Member      | \$75 | Non-Member           | \$115 |
| Student     | \$60 | Student** Non-Member | \$70  |

| Saturday Only |      |                      |       |
|---------------|------|----------------------|-------|
| Member        | \$75 | Non-Member           | \$115 |
| Student       | \$60 | Student** Non-Member | \$70  |

**REGULAR Registration**  
(Postmarked January 31 - February 24. After January 24 register on-site only)\*

| Friday and Saturday |       |                      |       |
|---------------------|-------|----------------------|-------|
| Member              | \$130 | Non-Member           | \$175 |
| Student             | \$85  | Student** Non-Member | \$100 |

| Friday Only |       |                      |       |
|-------------|-------|----------------------|-------|
| Member      | \$125 | Non-Member           | \$160 |
| Student     | \$75  | Student** Non-Member | \$85  |

| Saturday Only |       |                      |       |
|---------------|-------|----------------------|-------|
| Member        | \$125 | Non-Member           | \$160 |
| Student       | \$75  | Student** Non-Member | \$85  |

\* Buffet lunch included on both Friday and Saturday.

### REGISTRATION FORM

Both registration and membership including payment of fees can be processed via our website: [www.itbe.org](http://www.itbe.org).

#### 1. CONTACT INFORMATION

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Names of School/Employers: \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_

Work Phone: ( ) \_\_\_\_\_

E-mail Address: \_\_\_\_\_

I work primarily in:

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

#### 2. ILLINOIS TESOL • BE MEMBERSHIP

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

##### 1 YEAR MEMBERSHIP

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

##### 2 YEAR MEMBERSHIP

- Regular \$60.00

I am interested in working on the following committees:

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

#### 3. REGISTRATION FEES

Check the appropriate box.

**EARLY Registration**  
(Postmarked or posted online through January 30)

| Friday and Saturday           |       |                                            |       |
|-------------------------------|-------|--------------------------------------------|-------|
| <input type="radio"/> Member  | \$105 | <input type="radio"/> Non-Member           | \$135 |
| <input type="radio"/> Student | \$70  | <input type="radio"/> Student** Non-Member | \$85  |

| Friday Only                   |      |                                            |       |
|-------------------------------|------|--------------------------------------------|-------|
| <input type="radio"/> Member  | \$75 | <input type="radio"/> Non-Member           | \$115 |
| <input type="radio"/> Student | \$60 | <input type="radio"/> Student** Non-Member | \$70  |

| Saturday Only                 |      |                                            |       |
|-------------------------------|------|--------------------------------------------|-------|
| <input type="radio"/> Member  | \$75 | <input type="radio"/> Non-Member           | \$115 |
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**REGULAR Registration**  
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| Friday and Saturday           |       |                                            |       |
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| <input type="radio"/> Member  | \$130 | <input type="radio"/> Non-Member           | \$175 |
| <input type="radio"/> Student | \$85  | <input type="radio"/> Student** Non-Member | \$100 |

| Friday Only                   |       |                                            |       |
|-------------------------------|-------|--------------------------------------------|-------|
| <input type="radio"/> Member  | \$125 | <input type="radio"/> Non-Member           | \$160 |
| <input type="radio"/> Student | \$75  | <input type="radio"/> Student** Non-Member | \$85  |

| Saturday Only                 |       |                                            |       |
|-------------------------------|-------|--------------------------------------------|-------|
| <input type="radio"/> Member  | \$125 | <input type="radio"/> Non-Member           | \$160 |
| <input type="radio"/> Student | \$75  | <input type="radio"/> Student** Non-Member | \$85  |

\* Buffet lunch included on both Friday and Saturday.

#### IF REGISTERING BY MAIL

Send this form and payment to:

ITBE Convention Registration  
IL TESOL - BE  
C/O Adult Learning Resource Center  
1855 Mount Prospect Road  
Des Plaines, 60018

ALL EARLY REGISTRATION MATERIALS MUST BE POSTMARKED BY JANUARY 30, 2006.

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, e-mail [convention@itbe.org](mailto:convention@itbe.org) or leave a message at 312/409-4770 Visit our website at [www.itbe.org](http://www.itbe.org)

Only forms postmarked by January 30, 2006 will be eligible for the "Weekend Getaway for Two" Drawing

#### DRAWING!

#### Weekend Getaway for Two

At the Holiday Inn Select in Naperville. 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 30!

2. Membership Fee: \$ \_\_\_\_\_

3. Early Registration Fee \$ \_\_\_\_\_  
(if postmarked by January 30, 2006)

OR

Regular Registration Fee \$ \_\_\_\_\_

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 non-refundable and non-transferrable. Illinois TESOL • BE will assessed a fee of \$50.00 on all returned checks.



# Call For Participation



Illinois TESOL - BE  
32nd Annual State Convention  
March 3-4, 2006  
Holiday Inn Select  
Naperville, Illinois

## When to Submit a Proposal

All proposals must be submitted no later than  
December 19, 2005

## Where to Submit a Proposal

Electronic submissions are preferred. Instructions are provided in the convention section of the website: [www.itbe.org](http://www.itbe.org). If you are unable to submit electronically, you may mail your proposal to:  
ITBE Convention Proposal  
Dr. Claudia A. Becker  
School of Education  
Driehaus Center-3925-J  
Saint Xavier University  
3700 West 103rd St.  
Chicago, IL 60655

## How to Submit a Proposal (if by mail)

1. Decide what type of presentation you want to make; there are five choices:

- a) PAPER (45 min.): delivering an oral summary of a written text that presents a classroom practice or discusses theory
- b) DEMONSTRATION (45 min.): showing a technique for teaching or testing with limited theoretical introduction
- c) WORKSHOP (90 min.): leading a group through a carefully structured activity designed to solve a problem or develop a technique
- d) PANEL (45 or 90 min.): co-presenting a group of short papers on a central issue that is then discussed among the presenters and the audience

Please note: For information about commercial presentations, please contact [exhibits@itbe.org](mailto:exhibits@itbe.org)

2. Decide the appropriate audience for your presentation. Indicate those that apply in each of the two categories:

- a) LEVEL: Adult Education, Elementary Education, Secondary Education, Higher Education, and general.
- b) INTEREST AREA: Bilingual Education, Classroom Applications, Computer Assisted Instruction, Dual Language, Family Literacy, Materials Development, Political Concerns, Professional Concerns, Research, Teacher Education, Workplace, ESL, and other.

3. Prepare the following information:

- a) TITLE: In 9 words or less, accurately reflect the presentation's content.
  - b) ABSTRACT: In 50 words or less, provide a description of your presentation, making your purpose and intended audience clear. This will appear in the convention program.
  - c) SUMMARY: In no more than 250 words, describe your proposed session. Include your goals, objectives and agenda. Prepare three copies of the summary, with the session title and its type (1a-d above) at the top. Write the names of all presenters on one copy; do not write names on the other two copies. The summary will be used by the Program Committee in evaluating your proposal.
  - d) BIOGRAPHICAL STATEMENT: In a maximum of 25 words per presenter, describe the professional background of each presenter. Biographical statements must be written in 3rd person, as they will appear in the convention program.
- PLEASE ADHERE TO WORD LIMITS!

4. Decide if you need audiovisual equipment for your presentation. See items on this proposal. All rooms are set up theater-style for approximately 100 people.

5. Complete the attached proposal form.

6. Mail all materials so that they are postmarked December 2, 2005.

Selection of presentations will be made by the Program Committee. You will receive a letter regarding the status of your proposal in early February

## What To Do Once Your Proposal Is Accepted

- 1) Notify all co-presenters about the status of the proposal.
- 2) Prepare any audiovisual aids.
- 3) Bring an adequate number of handouts. Presenters are expected to adhere to all copyright laws.
- 4) Do not change the conceptual content of the session.

**ALL PRESENTERS MUST REGISTER FOR THE CONVENTION**  
QUESTIONS? Contact: [convention@itbe.org](mailto:convention@itbe.org) or call 312/409-4770



**Elizabeth Minicz**, Assoc. Professor, Nonnative Literacy  
Harper College

### **Telling Teachers What to Teach**

The other day I was listening to WGN radio while I was driving, and much to my surprise heard a segment about a proposed bill in the Illinois legislature that would mandate hand washing by children in public schools before and after lunch. The rationale for the legislation would be to reduce illnesses related to dirty hands. I was surprised, but then I thought I shouldn't have been. I found a story in the *Christian Science Monitor* on September 8, 2005, titled "Everyone is telling teachers what to teach." The opening line was, "Even in an era of standardized tests, state governments and other are adding mandatory subjects to schools." Why not hand washing too? Of course I am sure no one has given consideration to how this would be accomplished, given the limited number of sinks, the difficulty of scheduling sink use, and the increased cost of water, soap, and paper towels. Probably would involve lengthening the school day as well. Back to the *Christian Science Monitor* article. Stacy A. Teicher, who authored the article, notes that curriculum mandates are the "product of a wrestling match of sorts—between American education's tradition of local control and the growing movement to standardize subject matter for the sake of global competitiveness." In August, Governor Blagojevich signed a law expanding the 15-year-old mandate on Holocaust education. Now Illinois students will also learn about genocide in Armenia, Cambodia, Bosnia, Rwanda, and Sudan, reports Teicher. It is up to local school districts to determine how the subjects will be taught at different grade levels, she continues.

In Texas students at all grade levels must learn about the free enterprise system. In New Jersey the Italian Commission has prepared curriculum (use is voluntary) to promote understanding of various ethnic groups. Since 2000 Rhode Island has required instruction on genocide, human rights, slavery, the Holocaust, famine in Ireland, genocide in Armenia, and Mussolini's regime. Beginning in 2003, Missouri has required teachers to teach one class period (pre-K through high school) about Veterans' Day.

Teicher reports that even when teachers are consulted about mandates, they have serious questions about how they are going to cover mandated material in meaningful ways, given they are also responsible for meeting the testing requirements of the No Child Left Behind Law. Adult ESL teachers

in Illinois will soon be required to teach to standards too. I wonder if hand washing is included.

### **I'm from Mexico, But I don't Speak Spanish**

When I first began teaching ESL in 1976 (in my younger, naïve, and less-informed days), I was surprised to learn that one of my students was a U.S. citizen. She had the bad luck of being born in a Texas border town where the Hispanic kids were not encouraged or allowed to go to school. Some years later while I was teaching ESL in Virginia, I had a Chinese student who only spoke Spanish because he was born in Peru. This past year I had several students from Oaxaca, Mexico, whose first language was Mixteco and who were struggling to communicate with the other Mexicans in class because they spoke little Spanish. I have, I hope, learned not to make judgments about one's language ability based on appearance anymore. In light of my experiences, a story in the September 5, 2005, edition of *The Tampa Tribune*, "Hispanic Indians Face More Challenges," caught my attention.

Chris Echegaray writes about indigenous people from Mexico and Central America in Florida for whom Spanish is a second language. One of his sources, Alayne Unterberger, executive director of the Florida Institute of Community Studies, says, "They don't fit in with Mexicans. They don't fit in with Latinos. They don't fit in here. They are three times removed from where they started. We just don't know enough about them." I know I don't either. Echegaray says that "not much of the modern world has made it into their (indigenous people from Oaxaca) culture. To this day, their medicines come from plants and herbs. They live in huts without electricity and running water. Their interaction with Spanish speakers often comes when the government displaces them for projects requiring their land."

For many indigenous people, survival in the U.S. requires that they learn Spanish before they learn English so they can defend themselves against discrimination and seek legal, medical, and social services. There are rarely translators or interpreters available to help indigenous people who are in distress so learning Spanish is often seen as the key to a better life. Mario Torres, an agricultural worker in Georgia, told Echegaray about being cheated by a cashier who spoke Spanish in a grocery store. She didn't give him change and he couldn't ask for it. Consequently, Torres learned Spanish with books and by watching television. He said, "If you don't learn Spanish, there is no way we can get around here. Hombre, English, it's kind of hard for me right now." I can't help but think of my students who work in restaurants and factories and can't communicate well in either English or Spanish. I have a new appreciation for their challenges in language learning—and living in the U.S.

(cont. on page 14)



# Member Snapshot

**Name:** Ewa Lazowska

**Place of birth/current residence:**

Poland; Tinley Park, IL

**Currently working as:** a Graduate Assistant and doing my teaching internship at the Tutorium in Intensive English at UIC

Years in education: TESOL - 5 years, including my education from a Teacher Training College in Poland

**Years as an ITBE member:** 1 yr.

**A memorable experience or two:**

One of my most memorable experiences was giving my first presentation at the ITBE conference last year. I was in the first semester of my TESOL program and I worked as an ESL coordinator at the Writing Center at UIC. At that time I did not have experience presenting in front of professionals with years and years of experience in the field. "There is nothing I can say that they would not already know," I thought. At that time I heard that the audience is not always so large, since there are several presentations taking place at the same time. When the day came and I got more and more nervous about the presentation, I hoped to see only a few teachers or graduate students. I feared too many eyes staring at me.

Ten minutes before the presentation, half of the seats were taken already. Two minutes before the presentation, there were not enough seats for all who came. Imagine my surprise and strained nerves! The presentation appeared to be a success, which was evident from the discussion that followed as well as positive feedback that my co-presenter and I received from the audience. Aside from the feeling of satisfaction, I felt like I was a part of the circle of professionals in the field and not just a "grad." It also made me realize how important professional



development is, and I promised myself not to give it up after years in the field as a teacher.

**A regrettable professional experience:** I haven't had any so far.

**Professional passions:** Learning to modify on the spot a meticulously created lesson plan. We work with human beings, and their actions and moods are often unpredictable. I sometimes see the need to modify my lesson plan depending on students' involvement and needs. It has been my focus to acquire various techniques that will help me, for instance, generate more energy from students when they seem to lack it.

I am learning flexibility as I teach every day, and it has become a part of my experience to recognize the need to "play" with a lesson plan and modify it.

**Future plans:** Finishing my MA in TESOL, gaining more experience in teaching, hopefully different settings, and after a few years applying for a PhD in the same field.

**Beyond work:** My "beyond work" passion is my undergraduate study — reading English literature, and specifically 19th century American literature of Henry James and Edith Wharton.

(News Bites cont. from page 13)

## Hello English, Goodbye French

If only we had a crystal ball to see into language trends! When I was a high school and college student decades ago, I chose to study French because it was touted as *the* international language. Little did I know that I would have been better off learning Spanish. Now it seems that in African countries where French has been the official language, people are forsaking its study to learn English. Abraham McLaughlin, in a *Christian Science Monitor* article published on August 30, 2005, tells of a young priest in Bunia, Congo, who views learning English as a matter of life and death.

Reverend Richard Diroma wants to be able to speak directly to UN peacekeepers in his area who are trying to protect people there. McLaughlin reports that in the heart of Africa, French is becoming passé. According to Mamadou Diouf, who teaches African History at the University of Michigan, "Many people are not yet paying attention to this, but it's going to be one of the most important changes in Africa in coming years." In Rwanda, English is now the top official language, in part, as a reaction toward French complicity in the 1994 genocide. In Senegal, wealthy citizens are attending schools in the U.S. rather than in France. In Djibouti, a US antiterrorism base, the presence of 2,000 troops is diminishing French military presence.

The head of language programs at Bunia's Superior Pedagogical Institute, French professor Philip Lokpari says, "I would advise students to study English before French because of the space English is taking up in the world." Learning English rather than French also connects Africans to the parts of Africa where English is spoken. Consider this: Bunia, Congo, is only 200 miles from Kampala, the capital of English-speaking Uganda, but over 1,000 miles from Kinshasa, the capital of Congo. The arrival of English-speaking UN soldiers and aid workers is a continuing motivator for learning English. Expect the French to put up a fight!





## 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](http://www.itbe.org). Membership applications are available at [www.itbe.org](http://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](mailto: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](mailto: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(s) of Employer(s): \_\_\_\_\_

NAME \_\_\_\_\_

Mailing Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone (    ) \_\_\_\_\_

Work Phone (    ) \_\_\_\_\_

Fax (    ) \_\_\_\_\_

E-mail Address \_\_\_\_\_

Check if change of:     Name     Address

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

|                                                                                                                                                                                                      |                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>1 YEAR MEMBERSHIP</b><br><input type="checkbox"/> Regular            \$35.00<br><input type="checkbox"/> Student *            \$20.00<br><input type="checkbox"/> Joint **                \$60.00 | <b>2 YEAR MEMBERSHIP</b><br><input type="checkbox"/> 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 TESOL-BE will assess a fee of \$50 on all returned checks. Purchase orders cannot be accepted. For credit card payments, please use our online registration at [www.itbe.org](http://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

|                                                                                                                   |                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>November 18</b>                                                                                                | <b>Northern Illinois Adult Education Service Center Fall Conference<br/>Indian Lakes Resort, Bloomingdale, IL<br/>For more information visit: <a href="http://www.thecenterweb.org">www.thecenterweb.org</a></b> |
| <b>January 23-26</b>                                                                                              | <b>29th Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students<br/>Double Tree Hotel, Oak Brook, IL</b>                                                                      |
| <b>March 3-4</b>                                                                                                  | <b>Illinois TESOL-BE Annual Convention<br/>Holiday Inn Select, Naperville, IL<br/>For more information visit: <a href="http://www.itbe.org">www.itbe.org</a></b>                                                 |
| <b>March 15-19</b>                                                                                                | <b>TESOL Convention and Exhibit (TESOL 2006)<br/>Tampa, FLA<br/>For more information visit: <a href="http://www.tesol.org">www.tesol.org</a></b>                                                                 |
| <b>If you need information on the above dates, please visit website at <a href="http://itbe.org">itbe.org</a></b> |                                                                                                                                                                                                                  |



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

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