The ESL/EFL writing class is perhaps best seen as a workshop for students to learn to produce academic essays through mastering techniques for getting started and generating ideas…, drafting papers which they will anticipate revising, and learning to utilize feedback provided by the teacher and other students in the class to improve the writing assignment at hand.” (Kroll 223)

Many teachers do not enjoy teaching writing because they feel intimidated, unsure about how to teach it, or uninterested. However, writing classes can be wonderful to teach, both for the students and for the instructor. Writing structure is fairly easy to teach, and students usually come up with fascinating content, which they enjoy sharing.

**The Importance of Writing**

It is imperative that students understand the importance of good writing skills and how useful writing will be in the “real world.” The students’ “intrinsic motivation” for learning how to write should be drawn out early on in the semester (McKeachie 106). Also, it is important to emphasize the rationale or importance of individual writing assignments.

Early in the semester, you may want to have students brainstorm how they will use writing in the future. For example, following are some occupational uses of writing: correspondence (e.g. letters, e-mail, memoranda, etc.), reports, published essays or articles, and notes for presentations. In addition, there are several academic uses: correspondence, note-taking, assessment, journals, essay exams, essays, and lab reports. Two personal uses of writing are journals and correspondence.

**Writing Assignment Prompts**

Giving students choices for writing prompts helps them become vested and have ownership in the writing process. You should consider if you want all of the prompts to specify the same genre. The following are some guidelines for preparing writing assignments from Barbara Kroll, “Considerations for Teaching an ESL/EFL Writing Course”:

1.) A writing assignment should be presented with its context clearly delineated such that the student understands the reasons for the assignment.

2.) The content of the task/topic should be accessible to the writers and allow for multiple approaches.

3.) The language of the prompt or task and the instructions it is embedded in should be unambiguous, comprehensible, and transparent.

4.) The task should be focused enough to allow for completion in the time or length constraints given and should further students’ knowledge of classroom content and skills.

5.) The rhetorical specifications (cues) should provide a clear direction of likely shape and format of the finished assignment, including appropriate references to an anticipated audience.

6.) The evaluation criteria should be identified so that students will know in advance how their output will be judged. (226)

**Peer Review**

Peer review may be something that many instructors do not enjoy. If not well planned, it may be more harmful than helpful. Teachers will find that students are usually hesitant about giving specific feedback. Students need to be directed regarding what to look for in a piece of writing. When done well, peer review gives students an opportunity to share and feel proud of their heritage and rich family traditions or exciting experiences. In addition, students usually enjoy helping one another. Peer review questions should focus mainly on content and organization, not grammar and (cont. on page 5)
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:

Irene Brosnahan, Editor
ITBE Newsletter
Dept. of English, Campus Box 4240
Illinois State University
Normal, IL 61790-4240

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

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


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As I write this message, we are approaching the end of the calendar year and beginning to make some plans for 2007. It is usually this time in a year when we reflect on the events we witnessed and participated in during the previous year and decide on resolutions that we believe will make the next year that much more productive, happy, and satisfying. Though many of such plans relate to our personal lives, there usually are also things we try to change/improve that relate to our professional lives. Allow me to share with you a wonderful way you can do it in 2007 without having to feel you are on your own in taking steps to make your professional life that much more fulfilling and balanced—contact your Special Interest Group (SIG) leader through ITBE’s webpage (www.itbe.org) and let her know about your interests, hopes, concerns, and needs, AND/OR log into the members log-in area on the same website and click on Message Boards to find your interest group and initiate or participate in an online discussion. Imagine how much information, advice, and support you can receive if you contact ITBE members who, like you, are interested in the same professional issues; who may share the exact same experiences and concerns; who may be able to give you great tips and share wonderful strategies for dealing with what your job involves. You can do all of this without having to leave your office or home, and, yet, you would be communicating with a very large group of true peers!

This is just one way ITBE, the professional organization that exists just so that YOU can feel you have real professional support, can truly be YOUR organization. You may already be benefiting from being an ITBE member by being able to attend the biggest annual event, the Annual ITBE Convention, and perhaps the workshops, but the purpose behind creating this organization was so much more profound—it aimed to give all of us, teachers of ESL and Bilingual students, a real community and a powerful body that can take care of our professional needs the way no other support group can.

My best wishes to you for a wonderful Happy New Year.

Kasia Stadnik
President 2006-2007

Highlights from the Executive Board meeting on November 17, 2006:

• The Board discussed the date and location of the Spring workshop
• The Board discussed updating the ITBE website. More information is needed before a decision can be made.
• The Convention and Planning Committee will be holding a meeting at the convention site, the Holiday Inn, in Naperville.

• The Board voted to support the two new position statements from TESOL which have been posted on the ITBE website for membership viewing.

Highlights from the Convention and Planning Committees meeting on December 16, 2006:

• The Convention Committee met with the Holiday Inn liaison person to ask questions and discuss arrangements for the convention.
• Maja Teref, Technology chair, gave a presentation on the member log-in area of the ITBE website. She also offered comparisons of the features of other websites with those of ITBE’s, as a preliminary discussion for making changes to the ITBE website.
Illinois TESOL/BE Newsletter Winter 2007

--- Special offer to TESOL members ---

$15 tickets to Remy Bumppo’s thinkTank!

Remy Bumppo Theatre Company proudly announces the launch of Remy Bumppo’s thinkTank, an annual theatrical exploration of an issue vital to Chicagoans. This year thinkTank explores immigration. The headlining event is the world premiere production of “An Immigrant Class”, a new stage adaptation of Chicagoan Jeff Libman’s ethnographic book *An Immigrant Class: Oral Histories from Chicago’s Newest Immigrants*. Tickets to An Immigrant Class include nightly post-show discussions featuring speakers from the community representing various viewpoints on the topic of immigration. The project also features several free events, including performances by Silk Road Theatre Project, Rasaka Theatre Company, the Children’s Museum of Immigration, and Teatro Vista. Remy Bumppo’s thinkTank runs Mar. 22 – Apr. 15 at Victory Gardens Greenhouse Theater. Visit [www.remybumppo.org](http://www.remybumppo.org) for more info. For tickets, call the Victory Gardens Greenhouse box office at 773-871-3000 and mention TESOL to receive $5 off the regular $20 ticket price.

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**TESOL UPDATE**

The Affiliate Leaders’ Council seeks volunteer facilitators to lead breakout sessions at the 2007 Affiliate Leaders’ Workshop. This leadership development and networking workshop will be held at the 2007 TESOL convention in Seattle, Washington. The workshop theme is “Affiliate Leaders in a Changing World,” with sessions on Tuesday, March 20th, 2007, from 2:30-5:30pm. Concurrent breakout topics include:

1. Marketing affiliates and membership recruitment
2. Interacting and collaborating between NS and NNS leaders within and across organizations
3. Engaging affiliate leaders in advocacy activities
4. Affiliate newsletter for changing times (how to make it relevant)
5. Strategies and challenges in accessing funding for professional development and further education in other countries.

The CALL Interest Section of Teachers of English to Speakers of Other Languages (TESOL) is pleased to offer the opportunity to participate in the 2007 Electronic Village Online (EVO). This is a professional development project and virtual extension of the Electronic Village at the TESOL 2007 Convention in Seattle, WA. The intended audience for this project includes both TESOL 2007 participants and those who can participate only virtually.

You do not need to be a TESOL member to participate in a free, six-week, wholly online session of the EVO, Jan 15-Feb 25, 2007. Please visit the EVO Announcement Web page for more information: [http://evo07sessions.pbwiki.com](http://evo07sessions.pbwiki.com)

Submitted by Yasmin Ranney, Past President Illinois TESOL-BE 2005-06; TESOL Affiliate, 2006-07
(cont. from page 1)

Teachers can assist students with creating their own peer review questions, or teachers themselves can write the questions. Also, students may write specific questions that they would like answered for their own papers. Peer reviewers may need to be taught to always find something specific that they like before being critical. They may need to be instructed in polite language to use when giving feedback. Here are some phrases to use preceding critical feedback:

- You might try…
- You should probably work on…
- You may want to…

**Teacher Feedback**

It is essential that teachers give feedback. In addition, it is important to compliment or encourage more than you criticize. According to a study by Dana Ferris, many students tended to remember positive comments by their teachers on their papers verbatim while a few students who reported not receiving positive comments were becoming bitter and unmotivated (46). Teachers should explain their method of correction and let students know if they do not intend to correct every error (Bowen 265). Following is a variety of teacher correction methods.

**Written Feedback**

1. Correcting all of the students’ mistakes: Not effective (they don’t learn)
2. Correcting most of the students’ mistakes
3. Underlining mistakes
4. Writing an editing symbol above each mistake, e.g. “WC” for an error in word choice
5. Commenting in the margins how many and/or which mistakes were made in each line
6. Commenting after each paragraph how many and/or which mistakes were made in each paragraph
7. Commenting at the end of the essay how many or which mistakes were made
8. Complimenting and criticizing at the end of the essay on the following and/or other topics:
   - content
   - structure
   - serious or repeated grammatical or mechanical errors (e.g., verb inconsistency or lack of articles)

**Oral Feedback**

1. Conferencing about a specific paper
2. Complimenting and criticizing orally on a cassette tape, which students submit with their papers, on the following and/or other topics:

**Editing**

Teachers should provide students the resources to learn outside of class. It is a good idea to introduce students to the writing center, library, and writing websites. “Our real goal is to gradually wean our students away from us, providing them with strategies and tools for their continued growth as writers and for the successful fulfillment of future writing tasks they might face once they have completed their last writing course with us” (Kroll 230).

**Grading**

Making sure students understand your grading standards is important. If you grade holistically, provide students with sample graded essays or grade an early draft which may be rewritten for a better grade. Also, you may want to give the students a list of criteria for an “A” paper. If you grade analytically, provide your students a grading rubric.

Teaching writing can be a rewarding experience. The students may really open up and excel in a venue that had previously only instilled in them fear and doubt. Writing is merely another form of communication. Many students will learn to enjoy writing, and, who knows, you may even have some brilliant writers in your class who will want to publish some of their work.

**Works Cited**


Michelle M. Naumann is an ESL instructor at Elgin Community College.
Wondering what’s new in the world of Teaching English to Speakers of Other Languages and Bilingual Education? The 33rd Annual ITBE Convention will pique your curiosity with morning and afternoon plenary sessions on both days, March 9 & 10. There will be plenty of exciting presentations and workshops covering a range of topics as well. And don’t forget to check out the publishers’ exhibits with all the latest materials for teachers at every level. A delicious lunch buffet is included both days, so mark your calendars now for March 9 and 10! Check out our website for the preliminary schedule and registration information: www.itbe.org.

The speakers on Friday, March 9, will include:

**Dr. MaryAnn Christison**  
University of Utah  
Professor of Linguistics  

Speaking about what strategies English Language teachers can use based on recent advances in neuro-science and what we have learned about cognitive functioning and language acquisition.

**Dr. Al Gini**  
Loyola University  
Professor of Business Ethics  


On Saturday we have the pleasure of hearing:

**John Segota**  
TESOL, Washington, D.C.  

John Segota, Advocacy and Communications Manager at TESOL in Washington, will bring us an update on legislation and issues from Washington. John's responsibilities at TESOL include government relations, media communications, and management of TESOL's advocacy activities.

**MaryAnn Cunningham Florez**  
Arlington Education and Employment Program (REEP)  

MaryAnn Florez, currently the Lead ESL Specialist for the Arlington Education and Employment Program (REEP) in Arlington, VA, has over 15 years' experience in teaching and coordinating in adult ESL programs. She has presented teacher training workshops across the country, published a variety of articles, and consults with Pearson Education on ESL textbooks.

Come join us on March 9 and 10 at the Holiday Inn Select in Naperville. Hope to see you there!!  
Betsy Kubota, ITBE Convention Chair
Illinois TESOL • BE
33rd Annual State Convention
March 9-10, 2007, Naperville, Illinois

PLENARY SPEAKERS
FRIDAY, MARCH 9
MaryAnn Christison
Chis Ann McMurray
MaryAnn is a professor in the Language Department at the University of Utah, will review a few basics of brain anatomy that are essential for English teaching professionals and introduce strategies for brain-based learning that are derived from neuromaging research. Christison is the author of over 75 published and refereed articles in journals on language teaching and research and 16 books, including Look Who’s Talking, People Talk, and Private Chats, Community Space, Dreaming Out, A Handbook for Language Program Administrators, and Multiple Intelligences and Language Learning. She was President of TESOL in 1997-98. She currently serves on the Board of Trustees of The International Research Foundation for English Language Education.

SATURDAY, MARCH 10
John Segota
John Segota, serving as TESOL’s Advocacy and Communications Manager, will bring an update on TESOL’s lobbying efforts in Washington regarding legislation which could be impacted by the recent elections. His responsibilities include government relations, media communications, and management of TESOL’s advocacy activities. He is TESOL’s liaison to organizations such as the National Coalition for Literacy and the Joint National Committee for Languages and is staff liaison to TESOL’s Standards Committee and the Sociopolitical Concerns Committee.

MaryAnn Cunningham Florez
MaryAnn, the lead ESL Specialist for the Arlington Education and Employment Program (KEEP) in Arlington, VA, has experiences in program management, curriculum development, and teaching training programs. She has published articles, research-practice briefs, and created materials for the Lifespan series from New Readers Press. She currently consults with Pearson ESL on ESL texts for adult English language learners. Her areas of interest include identity and change for immigrants, working with literate and beginning level language learners, and reflective practices for teachers.

REGISTRATION FORM
Both registration and membership including payment of fees can be processed via our website: www.itbe.org.

1. CONTACT INFORMATION

Name:__________________________________________
Mailing Address:___________________________
City:_________________State:____Zip Code:___________
( ) Name(s) of School/Employee(s):_________

Home Phone: ( ) Work Phone: ( )
E-mail Address: _______________________________

I work primarily in:
O Adult Education
O Elementary Education
O Secondary Education
O 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
O Regular $35.00
O Orange* $20.00
O Joint $45.00

2 YEAR MEMBERSHIP
O Regular $60.00

I am interested in working on the following committees:
O Convention
O Exhibits & Advertising
O Fundraising
O Membership
O Newsletter
O Nominations
O Professional Issues
O Publicity
O Student

TO REGISTER ONLINE
(Credit card only)
Visit our website at www.itbe.org

TO REGISTER BY MAIL
(Check only)
Send this form and payment to:
Russell Clark
English Language Academy
DePaul University
25 E. Jackson Blvd., Suite 1701
Chicago, IL 60604-2217

3. REGISTRATION FEES
Check the appropriate box:

REGULAR Registration
Postmarked or paid online through February 5
Friday and Saturday
O Member $165 O Non-Member $185
O Student $75 O Student Non-Member $90
O Friday Only $75 O Non-Member $90
O Student $60 O Student Non-Member $60

REGULAR Registration
Postmarked or paid online Feb. 6 – Feb. 18
After February 18 register in person only
O Member $195 O Non-Member $200
O Student $85 O Student Non-Member $100
O Friday Only $85 O Non-Member $90
O Student $75 O Student Non-Member $90

* Must provide proof of full-time student status

Bullet items included on both Friday and Saturday.

4. ALL EARLY REGISTRATION MATERIALS MUST BE POSTMARKED OR PAID ONLINE BY FEB. 5, 2007

5. EARLY REGISTRATION FEE
Postmarked or paid online after the EARLY registration deadline will be charged the REGULAR registration price and the difference must be paid, at the latest, upon arrival at the convention. For additional information, visit our website at www.itbe.org. Email questions to convention@itbe.org or leave a message at 712/409-4770.

6. REGULAR MEMBERSHIP FEES
Purchase orders and credit cards cannot be accepted as payment. Make check payable to Illinois TESOL • BE

7. DRAWING!
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 February 5!

CPDU CREDIT and PROFESSIONAL DEVELOPMENT CREDIT:
Generation participants must arrange to earn Continuing Professional Development Units (CPDU) for attending the convention. Adult educators can earn up to six hours of Professional Development as now required by the Illinois Community College Board.

CONCURRENT SESSIONS:
In the 90 minutes or 60 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 educators in Elementary, Secondary, Higher Ed, and Adult Education.

ACCOMMODATIONS:
Holiday Inn Select
1801 Naper Blvd.
Naperville, Illinois 60565
(630) 405-9600
Room Rates:
Single rooms $79.00
Double rooms $99.00
Room reservations must be made no later than February 5, 2007. Please mention the ITBE Convention to receive these rates.

LOCATION:
The Holiday Inn Select is conveniently located just off I-88 at Naperville Road in Naperville, 55 miles west of Chicago. There is ample free parking as well as free hotel shuttle service from the Metra station in Naperville. Naperville’s quaint downtown offers a wide array of dining and shopping.

Illinois TESOL • BE Newsletter Winter 2007
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Currently working as: I am employed by Moraine Valley Community College as coordinator of the ASHE Program, which is a student support service supported by a state of Illinois HECA grant. ASHE, which stands for “Access and Success in Higher Education,” endeavors to assist English-limited learners in the community with higher education planning beginning with English skill writing and reading classes appropriate for their proficiency level and personal schedule needs. In this role, I work closely with advising and counseling departments and the ESL department in the “intake” and navigation process for these students.

Years as ITBE member: I joined the ITBE organization this year and became the new SIG chair for Higher Education for 2006-2007.

Years in education: I have worked in education as a full-time and substitute elementary and high school teacher since 1975 until my employment with Moraine Valley College, which began in 2001. I have taught in bilingual elementary programs and have worked largely in Hispanic communities.

A memorable experience: Memorable experiences are those that are formed from the many expressions of appreciation that I receive from the ESL students on this campus who have participated in the “reading book club” and “conversation class” activities that I sponsor and direct. I had not experienced such effort and enjoyment of learning with the elementary children that I had previously taught as I have with these adult learners, and it has been delightful. My fondest memories, however, have been of individual students, those that I first encountered at a very limited English proficiency stage, and have advised through their completion of a career or transfer program. Their achievements have brought me the same joy as have the accomplishments of my own children, and I am humbled and honored to have shared in their educational growth.

A regrettable professional experience: Indeed, there have been regrettable professional experiences, primarily having to do with traditions and priorities of an institution that do not always carry the interest of the English-limited learner students that are under my “tutelage.”

Professional passions: My professional passions remain with teaching and advising the ELL population. Ideally, I would like a college counseling/faculty position where I could do both, but have yet to find or be offered one. I also have an interest in working with migrant children in a state-supported summer education program. My personal responsibilities to immediate and extended family members, however, are just as important and I am dedicated to the welfare of my husband of seven years, three young adult sons, and aging parents, with the same sincerity that I have for my professional life.

Guess Who???

Some of you (I hope not too many) may have noticed that the name of the person featured in the Member Snapshot in the fall issue was left out. I would really like to say that it was intentional because Russell Clark is so well known in our profession or that it was intentional just to see how many of you could guess who it was. Unfortunately, those are excuses I can’t make; it was simply an oversight on my part! I apologize sincerely to Russell Clark for my carelessness and I thank him for being so gracious and good-humored about it when he found out.

Irene Brosnahan
Editor
Dear Readers:
I’m back. Well, actually I never left, but I was hop- 
ing one of you would decide to take over this col- 
umn. So far that hasn’t happened, but hope springs 
eternal so they say. Maybe next issue.

Sincerely, Elizabeth

**Question: Where’s the Money?**

Oscar Avila, in the December 13, 2006, *Chicago 
Tribune*, reported that a policy panel and a task 
force of nine state agencies appointed by Governor 
Blagojevich released recommendations. The task 
force endorsed establishing welcoming centers for 
new immigrants, and the policy panel suggested that 
the state should provide more funding for adult ESL 
classes and dual-language programs for elementary 
students such as the ones offered in Schaumburg 
and other school districts...

Grace Hou, assistant secretary of the Illinois 
Department of Human Services, admitted that the 
state’s budget shortfalls might make it difficult to 
fund welcoming centers. Juan Salgado, president of 
the Illinois Coalition for Immigrant and Refugee 
Rights, said the state should assist newcomers by 
funding English classes, government services, and 
job skills. Hou agreed with Salgado, but wondered 
where will the money come from? According to 
Salgado, “Like any asset, you can invest in the 
immigrant population and it has the potential of 
gaining more return. Or you don’t invest and it dete-
riorates.”

Learning English is an asset according to 
researchers. Immigrants who speak English will 
earn at least 50 percent more than those who don’t, 

wrote Avila, author of the story.

Illinois is one of 11 states that have specific offices 
that provide assistance to immigrants and refugees. 
About 850,000 immigrants have moved to Illinois 
since 1995, and 35,000 new immigrants are expect-
ed each year. Let’s turn all those newcomers into 
assets. Invest in people, not pork.

**Answer: Here’s a Little**

The Chicago Community Trust is offering $1.5 mil-

lion in grants for improving services to new arrivals 
in the region according to Robert Channick in a 
December 29, 2006, article in the *Chicago Tribune*. 
Fifty-five communities, neighborhood groups, and 
organizations are competing for the money, but only 
10 projects will be funded, each receiving $150,000 
over a three-year period. Most of the 55 competitors 
are from Chicago suburbs.

Ngoan Le, a member of the Chicago Community 
trust foundation, said, “The regular pattern of immi-
grafts coming to the city first has changed. More 
and more immigrants are coming directly to subur-
ban communities.” Joshua Hoyt, director of the 
Illinois Coalition for Immigrant and Refugee 
Rights, concurred. He added that “Many suburbs are 
struggling to absorb the new waves of immigrants.”

So how do the competitors plan to use the grant 
money? The Schaumburg Business Association and 
its partner, the Village of Schaumburg, would 
research the needs of Indian businesses and develop 
programs to make them grow. Mount Prospect 
would improve or develop affordable housing. Until 
then, Schaumburg and Mt. Prospect will just have to 
wait until May to find out if they are among the 10 
winners. So little money, so much need.

**Question: Re the Ohio Core Curriculum: What 
Are They Thinking? Answer: They’re Not**

Last year I reported on the shenanigans of some 
members of the Oak Lawn High School Board who 
were proposing dual graduation requirements. Saner 
heads prevailed and the proposal of watered-down 
graduation requirements for those students not 
immediately intending to go to college was 
dropped. Now our neighbors in Ohio are toying 
with creating a two-tiered education system.
According to Scott Stephens in an article in the December 15, 2006, edition of *The Cleveland Plain Dealer*, “Completion of the Ohio Core Curriculum would be a prerequisite for getting into Ohio State University and most other four-year, state-funded universities.” Students who do not complete the curriculum could only be admitted to Youngstown State University, Shawnee State University, and Central State University. Those three institutions already serve a high proportion of Ohio’s poor and minority students. So which three state schools in Illinois would not admit students who did not take four years of English and math and three years of laboratory-based science?

Randy Hoover, an education professor at Youngstown State, said, “It creates the washed and the unwashed.” I wonder if Governor Bob Taft, who drafted the Core Curriculum Plan, is aware of the Supreme Court’s decision in *Brown vs. The Board of Education* in the 1950s. Of course, the business community in Ohio supports Taft’s plan, as does the Ohio Academy of Science. Lynn Elfner, the Academy’s CEO, said, “To be sure, there are costs to implement the Ohio Core. But if viewed broadly, these are really investments in human capital—the essential ingredient for today’s competitive world economy.”

I don’t know if the Ohio House will actually approve the bill to establish a two-tiered system, but I think it behooves us all to be aware of what is going on across the nation. Does anyone remember Ted Sanders?

**A Real Service for Newcomers—And Everyone Else!**

Have you ever been stymied by the language in official government regulations? Are you frustrated when students bring you letters or documents to read and interpret and you can’t? According to Thomas Haller, executive director of the non-profit Center for Plain Language in Washington, D.C., Washington state is the first to adopt “plain talk” principles. Eighteen months ago, Governor Chris Gregoire ordered all state agencies to stop using acronyms, jargon, and legalese. Rachel La Corte of the Associated Press wrote about Washington’s efforts to comply with the governor’s directive in the December 17, 2006, edition of the *Chicago Tribune*.

La Corte reported that so far more than 2,000 state employees have been instructed how to write letters, announcements, and documents in everyday language. Janet Shimabukuro, manager of taxpayer services in the Government Management Accountability and Performance System program, said, “Plain talk isn’t only rewriting. It’s rethinking your approach and really personalizing your message to the audience and the reader.” (Gee, I always thought the purpose of legalese was to obfuscate or to prove that the writer is smart and the reader isn’t.) So, if people understand what the government wants them to do, they will probably do it. Amazing.

Here’s an example of old and new versions of a form from Washington state’s Department of Licensing.

**Before:**

If you do not wish to purchase 12 month gross weight at the time of renewal, please contact your license agent to determine the number of months you wish to purchase. If you are not sure that purchasing 12 months is a good choice for you, please discuss the options with your license agent before purchasing your tabs.

**After:**

To license for less than 12 months, contact a vehicle licensing office to determine the amount due.

My suggestion is that Governor Blagojevich contact Governor Gregoire immediately so that Illinois can be the second state to adopt “plain talk.” I am on-board, and I hope you are too.
Call for Nominations
Illinois TESOL•BE
Executive Board


Nominate a Colleague or Yourself for 2007-2008!
We are looking for nominations for the following positions:

**VICE PRESIDENT**
- Serves as the President Elect of the Association from June 2007 to June 2008 and presides at all official occasions when the President is absent
- Acts as recorder at all board meetings and maintains the official documents of Illinois TESOL•BE as First Vice President
- Serves as President of Illinois TESOL•BE from June 2008 to June 2009
- Serves as Past President, and ITBE liaison to TESOL, from June 2009 to June 2010

**MEMBERS-AT-LARGE**
- Elected to a three-year term, from June 2007 to June 2010
- Serve as members or chairs of the active committees of Illinois TESOL•BE
- Participate in the business and activities of Illinois TESOL•BE
- Support the officers and other members of the Board by regularly attending Board meetings

Please fill out the form below and mail by March 15, 2007 or visit our website and download form at www.itbe.org

Your Name: ____________________________________________________________

Your Contact Information (address, phone, and email): ____________________________

__________________________________________________________________________

Name of Your Nominee: _______________________________________________________

Nomination for which position: ________________________________________________

Nominee's Contact Information (address, phone, and email): _______________________

__________________________________________________________________________

This person would make a good candidate because __________________________________

__________________________________________________________________________

Send Completed Form To:

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

E-mail: nominations@itbe.org

A nomination form is also available on the Illinois TESOL•BE web site -- www.itbe.org
ILLINOIS TESOL●BE THIRTEENTH ANNUAL ESL STUDENT WRITING CONTEST RULES & REGULATIONS 2006-2007

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 FEBRUARY 9, 2007.

MAIL ENTRIES TO: Illinois TESOL●BE ESL Student Writing Contest Kasia Stadnik English Language Institute Illinois State University Campus Box 6123 Normal, IL 61790-6123

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 THIRTEENTH ANNUAL
ESL STUDENT WRITING CONTEST
2006 - 2007

ESSAY COVER SHEET

(PLEASE PRINT)

NAME OF STUDENT ____________________________________________________________

First                                                Last

GENDER: ______________  Male    _____________Female

HOME COUNTRY ________________________________________________________________

FIRST LANGUAGE ______________________________________________________________

SPONSORING TEACHER __________________________________________________________

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

Kasia Stadnik
English Language Institute
Illinois State University
Campus Box 6123
Normal, IL  61790-6123
MEMBERSHIP APPLICATION

PLEASE PRINT OR TYPE

☐ NEW ☐ RENEWAL DATE

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: ☐

1 YEAR MEMBERSHIP 2 YEAR MEMBERSHIP

☐ Regular $35.00 ☐ Regular $60.00

☐ Student * $20.00 ☐ Joint ** $60.00

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

☐ IEA/NEA ☐ IFT/AFT ☐ NABE ☐ IACEA ☐ TESOL

I am a member of: ☐ Adult Education ☐ Elementary Education ☐ Secondary Education ☐ Higher Education

I work primarily in: ☐ Convention ☐ Membership ☐ Professional Concerns ☐ Exhibits and Advertising

☐ Awards ☐ Newsletter ☐ Nominations ☐ Part-Time Issues

☐ Fundraising ☐ Publicity ☐ Technology ☐ Professional Development Events

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

☐ Convention ☐ Membership ☐ Professional Concerns ☐ Exhibits and Advertising

☐ Awards ☐ Newsletter ☐ Nominations ☐ Part-Time Issues

☐ Fundraising ☐ Publicity ☐ Technology ☐ Professional Development Events

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

Make checks payable to Illinois TESOL•BE

Mail your check and this form to: Executive Secretary, Illinois TESOL•BE, 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.

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

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

Membership in Illinois TESOL•BE is separate from membership in TESOL.

--FOR OFFICE USE ONLY--

Check # ____________________ Amount: ____________________ Received: ____________________

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

The Professional Planner

February 10 Illinois TESOL-BE Executive Board Meeting
Illinois State University or ISU Foundation Chicago Office

March 4-6 National Conference on Family Literacy
Orlando, FL
For more information visit: www.famlit.org

March 9-10 Illinois TESOL-BE Annual Convention
Holiday Inn Select, Naperville, IL
For more information visit: www.itbe.org

March 21-24 TESOL Convention and Exhibit (TESOL 2007)
Seattle Trade and Convention Center
Seattle, Washington
For more information visit: www.tesol.org

April 21 (tentative) Illinois TESOL-BE Spring Workshop; Executive Board Meeting
Main East High School
Park Ridge, IL

May 19 Illinois TESOL-BE Executive Board Meeting
Northeastern Illinois University
Chicago, IL

If you need information on the above dates, please visit website at itbe.org
GEORGETOWN UNIVERSITY FELLOWSHIP

Georgetown University’s Center for Intercultural Education and Development announces that the English Language (EL) Fellow Program is currently accepting applications for the Academic Year 2007-2008 Fellowships. The EL Fellow Program promotes English language learning around the world, and fosters mutual understanding between the people of the United States and people of other countries. The EL Fellow Program places highly qualified teachers with Master’s degrees in TEFL/TESL and Applied Linguistics in all regions of the world.

For more information please contact:
Nancy Stephani, Email: stephani@fvtc.edu, (920) 735-4844 or
Rose Zoesch, Email: zoesch@fvtc.edu (920) 735-4728 or
elf@georgetown.edu (202) 687-2068