

TESOL Advocacy Day: ITBE Goes to Congress to Discuss NCLB

Maja Teref

Roosevelt High School & Truman College

As Congress prepares for the reauthorization of No Child Left Behind (NCLB), TESOL, an international professional organization with more than 14,000 members worldwide and 90 affiliates, had its second Advocacy Day on June 20, 2007. The purpose of this occasion was for TESOL to offer its official recommendations to lawmakers on Capitol Hill. TESOL pressed for changes to NCLB in order to support English language learners, teachers, and programs at all levels for the critical role they play in the current landscape of the U.S. education community.

ITBE, TESOL's ninth largest affiliate, participated in TESOL's Advocacy Day 2007 for the first time by sending me as a Board member and a Chicago Public School teacher of ten years, to Congress to share TESOL's concerns on behalf of its Illinois affiliate for the reauthorization of NCLB.

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On Advocacy Day, the activities of the day were divided into three sections. First, in the morning, all affiliate representatives of TESOL gathered at the Holiday Inn on the Hill to be briefed on the most recent information on NCLB, which also included a special training and orientation session on how

to have an effective meeting with a member of Congress. Second, the afternoon activities focused on individual meetings with members of Congress. Lastly, the final segment concluded with an evening wrap-up session to share individual experiences and to discuss how to bring the experience home and to other affiliates.

The first morning session, which lasted from 8:30 to 9:30 a.m., was titled *View from the Hill*. During this session, the TESOL affiliate members acquainted themselves with the NCLB perspective of Capitol Hill lawmakers. For this purpose, the panel of Congressional staff included Roberto Rodriguez, Senior Education Adviser to Senator Edward M. Kennedy (D-MA), Lindsay Hunisicker, Senior Education Policy Advisor for Senator Mike Enzi (R-WY), and Moira Lenehan, Legislative Assistant to Representative Ruben Hinojosa (D-TX). All panelists expressed concern with how to make high-level curriculum content accessible to students so that every child can understand it as well as how money should be used to deliver the curriculum. The year 2014 was also mentioned as a deadline that would be addressed during the reauthorization.

The morning session from 9:30 to 10:30 a.m., titled *ESEA Reauthorization – View from the Education Community*, featured the following panelists: Raul Gonzalez, Legislative Director at the National Council of La Raza (NCLR) and Donna Ewigleben, Government Relations Associate for the International Reading Association (IRA). Both organizations shared their positions on NCLB and its impact on ELLs. Some of NCLR's positions, which also coincide with TESOL's, are, for example, concern over insufficient professional development to prepare teachers to work with ELLs as well

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The newsletter is a publication of Illinois Teachers of English to Speakers of Other Languages•Bilingual Education, a non-profit professional organization, founded in 1970, which disseminates information, provides a forum, and serves as an advocate for students, educators and administrators in the field. Illinois TESOL•BE is an affiliate of TESOL, an international organization.

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

Submission Information

Illinois TESOL•BE welcomes letters and contributions to the *Newsletter*. The *Newsletter* is published four times per year with the following copy deadlines: **July 15 • October 15 • January 15 • April 15**

Articles and other items for consideration should be submitted as Microsoft Word attachments to email and sent to: news@itbe.org Alternatively, Microsoft Word documents on disk, with hard copy enclosed, can be submitted. (For those without access to computers, hard copy only is acceptable.) Mail to:

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

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Message From The President

Russell Clark - DePaul University



Russell Clark
2007-2008 President

Greetings from Chicago!

It is my pleasure to say hello to ITBE members, currently numbering around 715, as your incoming president for 2007-2008. I am very honored to assume this position, following in the footsteps of an illustrious and colorful list of former presidents, now including our immediate past president, Kasia Stadnik.

I have known Kasia for about ten years, both in ITBE and in our regional network of intensive English program directors. Notable in my memory is that through the IEP connection Kasia and I have had our share of many “ups” and “downs” during the past few years post 9/11. Not so with the ITBE connection, which has been more predictable and consistent, thanks to Kasia and ITBE’s many other volunteer leaders like her. In ITBE, Kasia has amazed me during the past year with her grasp of the organization, and she has been a wonderful role model for me, providing a standard of excellence in board governance, leadership, fairness, and managing to “get it all done” with modesty and grace. I think as president the very first thing I should do is thank Kasia for her years of service and for being such a great example of what a good president can be.

Kasia shares with me the experience over the last couple of years of being asked by friends and colleagues who are familiar with our job descriptions and work lives, “You *want* to be president of ITBE? *What are you thinking?*” I thoroughly understand where this question comes from, and I have to admit that it is not only a frequent but a very good question. My answer, and I am doing my best to live into the sincerity of the answer, is “Why would I *not* want to be president of such an awesome and distinguished group?”

I have known since my first involvement with ITBE as a presenter back in 1977 – thirty years ago! – that this was a worthy organization, and that being involved with it in a major way was something to aspire to. And perhaps something that I would see as important and eventually get around to doing.

So now, here I am, and we need to get on with the work before us. You will be learning in the next few weeks and months that ITBE is hard at its work of continuing to provide professional development opportunities, advocacy, networking, access to quality publications, and many other services to its members in the fields of TESOL and Bilingual Education. We look forward to serving you, and our officers and board members in particular look forward to this pleasure and this honor. We also invite you to join us in the work, to volunteer for a committee, to present at one of our workshop or convention events, or to stand for office next year. If you do so, I guarantee you that your time and effort will not be wasted, and that you will meet and get to know some excellent colleagues. At the end of the day – and at the end of the year – in addition to some well-earned fatigue, we can offer you many good times and the sense of satisfaction that comes from serving your profession. Whatever I do as president, I hope to instill in all of our members an even greater sense of pride in being an ESOL or BE professional, because it is truly significant work that we do.

I look forward to my many contacts and communications with you during the coming year, which I welcome by e-mail at reclark@depaul.edu.

Russell Clark
ITBE President



Your Board At Work

As everyone associated with ITBE knows, our Executive Board is very busy, year-round, doing the work of supporting ESOL and Bilingual Education in the state of Illinois. Here is a short list of a few of our current projects, those which we have undertaken or furthered since our excellent Spring Workshop, which was held at Maine East High School in April:

- We have elected new officers and installed several new members-at-large, both elected and appointed. This transition from last year's Executive Board to this year's is currently taking place.
- We have confirmed the dates and locations of our Fall Workshop, October 27, at Harold Washington College, and our 34th Annual State Convention, February 29 and March 1, once again at the Holiday Inn Select in Naperville.
- We have distributed advance publicity to the many ESOL-BE publishers who display textbooks and other educational materials at our professional development events, inviting them to do so again in 2007-08.
- We have taken initiatives to strengthen ITBE's cooperation with Chicago Public Schools, IAMME, and the Illinois Resource Center.
- Through the efforts of Board member Angie Bartolomei, we have completed a survey of professional concerns and the ways in which these are addressed and reported on by 29 TESOL affiliates.
- We have funded one of our Board members, Maja Teref, to Washington, D.C. to participate on ITBE's behalf in TESOL's Advocacy Day in June, 2007.
- We have developed the layout of a new web site for ITBE, with expanded functionality both for members and for our Executive Board. This new web site will be launched in the near future.
- We have finalized our schedule of Executive Board meetings for the coming year, (see next column). A few of the dates are in "save the date" status, and the locations of the meetings "to be announced" will be posted on the ITBE web site.



Executive Board Meetings 2007-2008

Saturday, August 18

DePaul University, Loop Campus, 10 A.M.

Saturday, September 29

DePaul University, Loop Campus, 10 A.M.

Saturday, October 27

Harold Washington College,
following the Fall Workshop

Friday, November 16

Location TBA, Time TBA

Saturday, December 15

DePaul University, Loop Campus, 10 A.M.
(Save the date / Planning & Convention
Committees only)

Saturday, January 26

DePaul University, Loop Campus, 10 A.M.

Friday, February 15

Location TBA, Time TBA
Other meetings related to Convention, TBA

March 2008

No meeting

April 2008

Meeting to be scheduled at Spring Workshop

Friday, May 16

DePaul University, Loop Campus, 2 P.M.

Saturday, June 21

Location TBA, 10 A.M.
(Planning Committee only)



TESOL has developed a new budget process for Fiscal Year 2008. This new effort is intended for the budget to be more transparent and to involve each of the entity leaders. Basically, the “new” part is for Central Office to let each affiliate know that there is an existing budget process and for the most part, it’s purely informational.

TESOL dues have increased as of June 1 for the following categories:

Individual	from \$75 to \$85
Joint	from \$120 to \$130
Retired	from \$51 to \$55
Students	from \$30 to \$33

Global and part-time employment membership categories are not affected, nor is the price of *TESOL Quarterly* (which was increased on January 1, 2007 from \$45 to \$50).

TESOL has a new addition to its Web site: the U.S. Advocacy Action Center. This new, interactive feature includes detailed information on the U.S. Congress, including a congressional directory, legislation and bills, and communication tools.

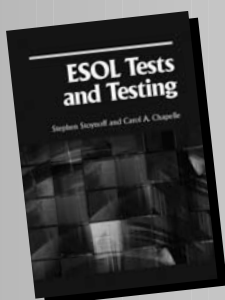
There is an Advocacy Action Center at the following TESOL link:
http://www.tesol.org/s_tesol/sec_document.asp?CID=80&DID=3283

ESOL Tests and Testing

Stephen Stoyhoff and Carol A. Chapelle, Editors

Navigate the current assessment landscape!

A comprehensive guide to language assessment theory and practice. Timely reviews of 20 widely used ESOL tests by language assessment professionals. Practically organized for teachers and administrators. Stoyhoff and Chapelle introduce teachers and administrators to the principles, methods, and vocabulary of language assessment.



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Teachers of English to Speakers
of Other Languages, Inc.

Pictures from the Spring Workshop April 21, 2007 - Maine East High School



(cont. from page 1)

as the role of parents of ELL students in education reform policies.

Mr. Gonzales also stated that NCLB itself does not require high-stakes testing nor does it require the states to assess new immigrant/ELL students in English. He emphasized that ELL tests are given in English because “it’s a short-cut (for the states).” At the same time, Ms. Ewigleben also stressed the importance of broadening the definition of a qualified teacher to include experience, performance evidence, and other indicators of teacher quality. In addition, she advocated scientifically-based instruction and a more accurate description of Adequate Yearly Progress (AYP). She also criticized NCLB for narrowing testing to reading and math “because literacy strategies should be incorporated in the teaching of all subjects.”

The visits with legislators on Capitol Hill were scheduled from 2:30-5:00 p.m. The Illinois Congressmen selected by TESOL were Senator Barack Obama (D-IL), Representative Danny Davis (D-IL 7), Representative Phil Hare (D-IL 17), and Representative Judy Biggert (R-IL 13).

During my appointment with Senator Obama’s Legislative Assistant Steven Robinson, I outlined TESOL’s positions regarding, first, NCLB’s deadline which states that the gap between low-and high-performing students is to be closed by 2014; second, the role of AYP in calculating schools’ progress; third, the importance of expanding the definition of a highly-qualified teacher to include training in second language acquisition theory ; fourth, the role of parents in elementary and secondary education of ELLs’, and last but not least, the emphasis on foreign language instruction at an early age to make the U.S. globally competitive. Mr. Robinson agreed that the 2014 deadline was unattainable. At the same time, he expressed an acute interest in how children with such diverse backgrounds can be tested and their progress measured. He seemed to be skeptical about the prospect of employing multiple tests to measure

students’ proficiency as, in his view, it would be difficult to quantify results stemming from a variety of tests. Additionally, Mr. Robinson implied that Senator Obama was fully aware that Illinois tests “were bad.” In addressing my talking points, he pointed out that most of TESOL’s concerns were state-level issues which should be addressed by the Illinois Government and are thus not easily tackled from Capitol Hill. This statement evidently echoed the same point raised in NCLB’s aforementioned presentation given by Mr. Raul Gonzalez. In fact, though Mr. Robinson emphasized the necessity for NCLB to be reauthorized in order to be more flexible, he also stated, like Mr. Gonzales, that the biggest issue with the law is the way in which it is carried out at the state level. He also jokingly added, “We could advocate for an easy test to make everyone look good.” Regarding the importance of ELLs’ parental involvement, he claimed from his own experience as a former teacher that it is challenging to have the parents involved, which he again qualified as a state-level concern.

In the course of my next appointment with Congressman Davis’ office, Charles Brown, Representative Davis’ Legislative Assistant, expressed full support of TESOL’s positions. He then stated that, “Money is a big problem” because of the war in Iraq; however, he assured me that Congressman Davis will continue to advocate for the improvement of elementary and secondary education despite the lack of funds. He stressed that Congressman Davis firmly believes in investing in children upfront as opposed to dealing with the consequences of underserved young people. Later, Congressman Davis himself added, in regard to the problematic NCLB 2014 deadline, that, “If you and I wanted to race each other from Chicago to D.C., and if I had a pair of brand new Nikes and you had a pair of old shoes, guess who would reach D.C. first?” This statement highlights the impossibility of closing the gap between high- and low-income students by 2014, as stated in NCLB’s Title I.

Representative Phil Hare's Legislative Assistant, Janna Bergquist, stated that she fully agreed with TESOL's points. She also mentioned Congressman Hare's interest in administering assessments other than high-stakes tests, such as growth models. In reference to TESOL's position on parent involvement, Bergquist stressed Congressman Hare's backing of the Even Start Family Literacy Program as well as his unconditional support of family care. In addition, she referenced TESOL's position regarding broadening the definition of a qualified teacher by recalling a school from Hare's district in which a biology teacher who is married to a Mexican is the only resource for that school's sizeable population of ELLs because she speaks Spanish and is familiar with that culture.

During my last appointment with Congressman Judy Biggert's Legislative Assistant, Jeremiah Blake, he also suggested growth models as a possibility to improve NCLB testing in Illinois. When presented with a wide variety of school testing scores in Biggert's congressional district obtained from the Interactive Illinois Report Card, he stated that it was clear that student diversity should be addressed during the reauthorization.

In conclusion, it is evident that NCLB has been on the Congressmen's agendas, and that every staffer was very knowledgeable about the law and its strengths and weaknesses. Most staffers also expressed an interest in growth models as a possible solution to measuring students' learning. In fact, according to the Association for Supervision and Curriculum Development (ASCD), "Eight states that proposed growth models to meet the targets of NCLB under a Department of Education pilot program have cleared the first hurdle—selection by the Department—and are now moving on to peer review. (ED Policy Update: April 2006. Volume 5, Number 3) "

Overall, it is my belief that TESOL has made an impact on this occasion, and that Congress will take into consideration TESOL's concerns regard-

ing the reauthorization of the Elementary and Secondary Education Act (ESEA), especially since these concerns have been voiced by other prominent education organizations such as IRA and NCLR.

Additional information about TESOL Advocacy Day, including photographs and video of the interactive workshop, is available on the TESOL web site at <http://www.tesol.org>. If you are interested in learning more about your Congressional representatives, and the legislative issues TESOL is tracking, go to the TESOL U.S. Advocacy Action Center at <http://capwiz.com/tesol>.



Pictures from TESOL Advocacy Day Washington D.C.



(L to R) John Segota, TESOL's Advocacy and Communications Manager, Donna Ewgleben of IRA, and Raul Gonzalez of La Raza



(L to R) Janna Bergquist, Representative Phil Hare's Legislative Director, and Maja Teref



Affiliate representatives with John Segota



(L to R) Maja Teref and Representative Danny Davis



(L to R) Charles Brown, Representative Danny Davis' Legislative Assistant, and Maja Teref

Member Snapshot



Name: Dennis Bricault

Currently working as:
Director of ESL Programs
and Associate Professor of
Spanish, North Park
University, Chicago

Years as ITBE member: 18 years

Years in education: 26 years. I spent seven years teaching EFL in Spain (splitting time between Madrid and Barcelona) before working a year at International House Budapest. In 1989 I decided to return to the States and have been in Chicago ever since. I've been at North Park for 15 years, first as an ESL program coordinator, but more recently wearing multiple hats as ESL Program Director and Associate Professor of Spanish, responsible for coordinating the first-year language program.

Memorable experiences: After so many years it's hard to settle on just one or two experiences. My time in Europe was especially memorable, not just for the cultural experiences, but also for the opportunities to work with so many dedicated and creative teachers. In late 1985 I was transferred from Madrid to Barcelona to open a branch office of our school, which was a true challenge. I spent 2 1/2 years there, maneuvering the local bureaucracy, learning Catalan, teaching, completing a master's degree, and traveling a bit.

My year in Hungary was truly unforgettable. I love the city of Budapest and the Hungarian people. They were a joy to teach and get to know. I was there in 1988-89, the year before the Berlin Wall came down; it was exciting to have lived there during momentous times. My return to the States was a real lesson in reverse culture shock, as I had to re-learn so much about the American way of life after being out of the loop for so long. I have enjoyed working with multicultural ESL groups; in one

of my first classes in Chicago, I taught a group where eight alphabets were represented! I have great admiration and respect for students who enroll in an ESL program and then move on to a mainstream university program. What an accomplishment that is!

A regrettable professional experience: I tell people that I have lived my professional life somewhat in reverse — not a regret, just a wish that I had done my graduate work in linguistics much earlier in my career than I did. It would have helped me to know sooner what it takes to be an effective ESL instructor. As it happened, I had to figure out so much of it on my own, much to the chagrin and frustration of many students, I'm sure!

Professional passions: In addition to teaching (Spanish, ESL, and occasionally an interdisciplinary sociology course), I enjoy presenting workshops on teaching techniques and meeting colleagues from around the city, state, and world at conventions. I also enjoy the creative side of teaching — developing learning activities, conducting applied research, creating web-based resources for students and faculty, and sharing ideas about teaching and learning.

REMINDERS

Here are a few things to keep in mind as you plan your participation in ITBE's professional activities and opportunities in 2007-2008:

Mark your calendar for the fall workshop (October 27, 2007) and the annual state convention (February 29-March 1, 2008). The date for the spring workshop will be announced later.

Be sure to apply for the scholarships and awards (graduate and undergraduate scholarships and professional development awards) if you are eligible, or encourage your students to apply for secondary writing contest awards and elementary poetry awards. Check out ITBE's website for deadlines and more information.

Share your ideas and work on research, teaching, and learning in any area of our professional by submitting an article for publication in the Newsletter (see p. 2 in this Newsletter for more information).



Elizabeth Minicz
Associate Professor
Harper College

News Nips: Stories That Don't Bite

No Immigration News!

I don't know about you, but I am getting tired of reading—and writing—about immigration legislation. One week it's dead, the next week it's revived. At this point, who knows what will happen. I sure don't, and our legislators don't appear to either. Maybe there will be something to comment on in the next column. Then again, maybe not. What follows are stories that simply interested me. I hope you find them interesting too.

Who Wants to Speak Like an American?

Usually, when I do a News Bank search for this column, the stories come from newspapers. Here is a story from the May 30, 2007 edition of *All Things Considered* on National Public Radio hosted by Robert Seigel. NPR's Richard Gonzales reported on language students who believe that accent reduction is a key to success.

Over the years, I have had the unsettling experience of having students tell me they wanted to speak "perfect English." While I sympathize with students who want and need to pronounce words correctly, I am still a little uncomfortable with the notion of accent reduction. A professor of mine once said that the only people who needed to speak perfectly were those who were training to be spies! I believed him then, and I do now, but apparently not everyone does.

The President of an accent reduction training institute in Berkeley, Jill Cohen, says that Americans generally find Western European accents (French and Italian) charming and delightful. She also concludes we have negative feelings about Chinese, Vietnamese, Hispanic, and African accents. Nunu Kadani, an African-born social activist concurs. She says that, "Most Americans assume that if you speak English with an accent that you're not as intelligent, that you're not as educated."

Some linguists believe that when people react negatively to accents they are really saying they don't like who those people are. Dr. Rosina Lippi-Green says, "To reject somebody's accent is to reject everything that accent stands for." Roberta Linqvist, an instructor at English by the Hour, a Silicon Valley firm, thinks that accent reduction training gives speakers confidence. I know that I feel great when I can pronounce a word correctly in Spanish—as do my students in English. But, Richard Gonzales concludes his story with this comment, "But what's less clear is evidence of any change in the social attitudes toward the people speaking English with an accent."

Where do you stand? Are we confusing accent reduction with correct pronunciation? Send your opinions to eminicz@harpercollege.edu and I'll include them in the next column,

DO YOU DARE? or What's a scramble?

After 44 years of continuous work, the editors of the Dictionary of Regional English believe they will finish the fifth and final volume, SI-Z in 2009. (Isn't that the same year we all have to switch to HDTV?) According to Andy Erdman in the May 18, 2007, edition of the *Wisconsin State Journal*, Frederic Cassidy started working on the project in the 1960s. He died in 2000 at age 92 with only three volumes having been published.

It has taken so long for the DARE project to be completed because of, gasp, understaffing. Only twelve staff members are responsible for research,

writing, editing, fact checking and fundraising, to name a few of their duties. William Safire, of *The New York Times*, described DARE as “the most exciting linguistic project going on in the United States.” He added, “it’s a repository of the most delicious dialect sources and most colorful evidence of Americanization of the English language.” Whew! And Wow!

Between 1965 and 1970, field workers studying English and linguistics traveled to over 1,000 communities in the U.S. and asked volunteers to answer 1,847 questions about language usage in 41 categories.

Here is a sample question from the food category. “When people bring baked dishes, salads, and so forth to a meeting place and share them together, that’s a _____ meal.” The answer varies from “pitch-in” in Indiana to “covered dish” in Oklahoma, and “scramble” in northern Illinois. I’ve lived in Chicago and the suburbs for most of my life, and I’d call it a “potluck dinner.”

According to Andy Erdman, “DARE can be addicting and has been called ‘a browser’s delight.’” Teachers, journalists, librarians, and playwrights use DARE, and it has even been used to solve crimes. Georgetown University emeritus professor Roger W. Shuy used DARE to analyze a kidnapping note and the writing of “the Unabomber,” Ted Kaczynski.

DARE is published by the Harvard University Press. At the time I wrote this, Volume IV, P-SK was available for \$69.26 at Amazon.com, but hurry because there were only four copies left. Make that three. I just love dictionaries!

Before Chomsky (B.C.) or After Dan (A.D.)

In the June 10, 2007, edition of the *Chicago Tribune*, Ron Grossman wrote about Daniel Everett,

a faculty member at Illinois State University and subject of a conference last spring at ISU. Everett has challenged Noam Chomsky’s theory of universal grammar.* Linguists from a number of countries came to Bloomington/Normal to discuss Everett’s finding that the Piraha, a small Brazilian tribe he has been studying in the Amazon for over 30 years, does not use recursives. Ljiljana Progovac, from Wayne State University said, “I’ve been a Chomskyan linguist for 20 years, but Dan is on to something. Anybody can make a mistake, even Chomsky.”

Everett claims that he has been unable to detect recursives in the speech of the Piraha. “For a long time I said to myself: ‘Maybe if I just hang around the tribe long enough I’ll find it’, but after 30 years I don’t know how much longer I’m going to be able to hang around.”

For those of you who need a linguistics refresher, here is an example of a recursive device as used by a Scottish professor quoted in Grossman’s article: “This is the cat that chased the rat that ate the malt that lay in the house that Jack built.” Grossman explains, “Recursion allows humans to link various parts of our experience; to direct others to not just any rat, but to the one that chased the cat.”

Since Everett may be the only linguist who can speak Piraha, it may be hard for Chomsky adherents to refute Everett’s research. At the same time, I wonder how one exception to a rule negates the rule. If you think this entire story is trivial, it is, but at least it’s not about immigration reform legislation.

* Wikipedia defines *universal grammar* as a theory of linguistics postulating principles of grammar thought to be innate to humans.

Here are some engaging websites for the K-12 teacher of ELLs.

The Intel K-12 Education website (<http://www.intel.com/education/K12Education/index.htm>) is quite extraordinary. Although they sell products, all of the tools for educators are free, downloadable, and usable for both teachers and their students by registering. Intel has many tools and resources for children at all grade and proficiency levels, especially in math and science, complete with many organizers to aid higher order thinking. Three of interest are a “Visual Ranking Tool,” “Seeing Reason Tool,” and “Showing Evidence Tool.” There are sample student projects and a user-friendly help document. It encourages children to work in groups on projects that teach big ideas when language may still be in formation. Thanks to Matt Granger of Schafer Elementary, Villa Park, for this excellent source.

Colorin Colorado (<http://www.colorincolorado.org/>) is “a bilingual site for families and educators of English language learners,” with a focus on Hispanic children. From suggested books, to scholarly articles to an “ELL Starter Pack,” the site is a fabulous first stop for the new-to-ESL teacher or interested parent. Tipsheets for parents of children in preschool through Grade 3, in English, Spanish, and other languages, are useful and welcoming.

First grade teachers Brooke Marshall and Michele Rose of Army Trail School in Addison swear by Starfall (www.starfall.com), their source for many first grade resources. Their students are heritage language Spanish speakers, and they find it perfect for them. This outstanding site has beginning books, with cute graphics including puppetlike characters in “3 Little Plays,” that allow students to place the cursor on a word and hear a child’s voice reading each word. Kids can repeat a word, skip a page, and click on words at their own pace. The little books can be downloaded and read aloud, and

there are lots of word games for first-grade simplest words, along with a lot of decorative classroom art for thematic units. Even the phonics is fun. The children’s voices and bright illustrations are an irresistible combination. The site has products for sale, but it is generous with its free resources. This is a “five star” site.

School supplies in abundance and at inexpensive prices can be found at Oriental Trading Company (www.orientaltrading.com), says Deana Johnson of Army Trail School, Addison. She finds stickers, incentive prizes, party favors, crafts, and decorations for school and recreational events. Got a little end-of-year grant money to spend? Oriental Trading Company will soak it up nicely.

Another great site is ManyThings (www.manythings.org), which has all kinds of interactive word games. There is a whole collection of different kinds of word games that can be applied to many sets of vocabulary words on different topics. Not only Hangman, but Flash Cards, Match the Word, Flash the Word, No Vowels, No Consonants, and many other variations are possible and can be chosen according to students’ level and interests. There are games, puzzles, and quizzes, classified into different skill levels. Add podcasts, quizzes, and songs, and it’s a kit with many tools.

One last website which may bring more groans than grins: The WIDA site (<http://www.wida.us/standards/elp.aspx>) has the “2007 edition” of the English Language Proficiency Standards developed by a consortium of 15 states including Illinois. The groans are because, although new and improved, the new edition of the standards means those who have aligned their curricula to the previous set of standards need to update them. In the long run, it will undoubtedly be a good thing they revised them. In the short run...rats!

Submitted by
Kristin Lems



Illinois Teachers of English to Speakers of Other Languages • Bilingual Education
\$1,000 Graduate & \$500 Undergraduate Scholarship
Application

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

Applicants must:

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

CHECK ONE:

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

PLEASE PRINT:

Name: _____

Street Address: _____

City, State, Zip Code: _____

Home Phone: _____ Work Phone: _____

E-mail: _____ ITBE Membership Expiration: _____

School Name and Degree Program: _____

(Check one) Currently Enrolled Will Enroll in 2007-2008

Have you received this ITBE scholarship before? Yes No

SUPPORTING MATERIALS:

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

All applicants for the \$1,000 Graduate and the \$500 Undergraduate Scholarships must have valid memberships in Illinois TESOL•BE through March 2008. To become a member of ITBE or to renew membership, mail a completed membership application and your dues along with your scholarship application materials. You can also renew your membership online at www.itbe.org. Membership applications are available on our web site or in the ITBE Newsletter. Check your status by using your member log-in on the ITBE web site or by e-mailing us at membership@itbe.org.

MAIL COMPLETED APPLICATIONS, POSTMARKED BY DECEMBER 14, 2007, to:

Awards Committee Chair
Illinois TESOL•BE
PMB 232
8926 N. Greenwood
Niles, IL 60714-5163

Scholarships will be awarded at the 34th Annual State Convention on February 29, 2008 in Naperville, IL. Recipients will be notified by phone and by email. Attendance is expected. For additional information, please call (312) 409-4770 or visit our website at www.itbe.org.

ITBE Professional Development Award Application

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 February 29-March 1, 2008 ITBE convention in Naperville, IL. 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 through March 2008; 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: _____ ITBE Membership expiration date: _____

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.)

MAIL COMPLETED APPLICATIONS, POSTMARKED BY DECEMBER 14, 2007, to:

**Awards Committee Chair
Illinois TESOL•BE
PMB 232
8926 N Greenwood
Niles, IL 60714-5163**

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

TESOL•BE 3rd Annual Statewide Elementary Poetry Contest

Attention all Primary and Intermediate ESL/Bilingual Education Teachers:

This year, Illinois TESOL•BE (www.itbe.org) is sponsoring its third 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.

We encourage you to have as many of your students as possible participate. Please visit the Illinois TESOL•BE website for more detailed Guidelines and Rubrics. Winning applicants will receive a gift certificate award for first and second place in grade levels 2, 3, 4, and 5. Recipients will also be recognized at our Annual Convention on Friday, February 29, 2008, or Saturday, March 1, 2008 at the Holiday Inn Select, Naperville, Illinois. The essay cover sheet must accompany the written entry. All essays must be postmarked by Monday, December 31, 2007.

For additional information on the Illinois TESOL•BE Elementary Poetry Contest, please visit our website at www.itbe.org, or contact

Margaret Gigous
North School
150 W. Sunset
Villa Park, IL 60181
(630) 530-6285 (work) (630) 627-7578 (home)

Thank you for your consideration. We look forward to hearing from you.

Sincerely,
Margaret Gigous and Ruth Becker
Illinois TESOL•BE Elementary SIG Co-Chairs

Eligibility:

Contestant must be a student who is:

- ◆ A full-time student enrolled in grades 2–5 in the state of Illinois.
- ◆ A non-native speaker of English enrolled in a TBE/TPI program.
- ◆ Sponsoring teacher must be a current member of Illinois TESOL•BE.

Form:

- ◆ Students are to write an original Acrostic, Diamante, Haiku, or “Open” poem. Font: Any style or size.
- ◆ The poem can be handwritten. It must fit on one 8½” x 11” piece of paper.
- ◆ Entries must be submitted with a complete cover sheet (see p.18 in this newsletter). Cover sheet must include the student’s name, grade level, home language, name of the sponsoring teacher, name of the school, school address, and school phone number. (There will be no identifying information such as the contestant’s name or school on the page of the poem).

Conditions:

- ◆ Failure to abide by any of these rules and conditions will result in the disqualification of the student’s poem from the competition.
- ◆ Each student may submit only one poem.
- ◆ The sponsoring teacher must be a current member of Illinois TESOL•BE.
- ◆ All poems become the property of Illinois TESOL•BE.

- ♦ All poems must be original material of the author.
- ♦ The poem is based on prior knowledge or experiences.
- ♦ No teacher editing.
- ♦ Computer editing (grammar check) will not be allowed, except for spell check.

If a student has plagiarized any part of the poem, it will result in immediate disqualification.

Topic:

Diamante Poem: Write one Diamante poem that compares an aspect of American culture to your culture.

OR

Acrostic Poem: Write one acrostic poem using one or 2 words. The content of the poem must be about an aspect of your culture or your perspective on American culture.

OR

Haiku Poem: Write one poem in which the content of the poem describes nature within your first country or your perspective on American culture.

OR

Open Poem: Write one poem in which the content of the poem discusses an aspect of your culture or your perspective on American culture.

Judging:

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

Certificates of Merit will also be presented to the winner of each category.

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 ELL Poetry Contest Awards Ceremony at the Illinois TESOL-BE Annual State Convention on Friday, February 29, 2008, or Saturday, March 1, 2008 at the Holiday Inn Select, Naperville.

Winners will have their names and entries published in the ITBE Newsletter and a photo will be taken with board members.

Refreshments will be served to the poetry winners, their families, and the sponsoring teachers.

Deadline:

All entries must be POSTMARKED NO LATER THAN MONDAY, DECEMBER 31, 2007.

Mail Entries to:
 Illinois TESOL•BE ELL Poetry Contest
 Margaret Gigous
 North School, V.P.S.D # 45
 150 W. Sunset
 Villa Park, IL 60181

All sponsoring teachers will be notified of the results of the Illinois TESOL•BE Poetry Contest.

Entry Cover Sheet

(Please Print)

Name of Student: _____

First

Last

Student Information:

Gender: M F

Home Language: _____

Grade Level: 2 3 4 5

Years living in the United States: _____

*** Sponsoring Teacher MUST be a current member of Illinois TESOL•BE ***

Sponsoring Teacher's Information:

Sponsoring Teacher: _____

Email address: _____

Name of School: _____

School's Telephone Number: _____

(Sponsoring teachers will be contacted through their school district).

School Address: _____

Number

Street

City

State

Zip Code

Mail Poems to: Illinois TESOL•BE ELL Poetry Contest
Margaret Gigous
North School, Villa Park S.D. 45
150 W. Sunset
Villa Park, IL 60181

MEMBERSHIP APPLICATION

NEW RENEWAL DATE _____

PLEASE PRINT OR TYPE

Name(s) of Employer(s): _____

NAME _____

Mailing Address _____

Home Phone () _____

Work Phone () _____

City _____

Fax () _____

State _____ Zip _____

E-mail Address _____

Check if change of: Name Address

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

1 YEAR MEMBERSHIP

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

2 YEAR MEMBERSHIP

- Regular \$60.00

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

FOR OFFICE USE ONLY

Check # _____

Amount: _____

Received: _____

I am a member of: IEA/NEA IFT/AFT NABE IACEA TESOL

I work primarily in: Adult Education Elementary Education Secondary Education Higher Education

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

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

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

Make checks payable to Illinois 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.

The Professional Planner

- | | |
|-----------------------|--|
| Oct. 22-23 | National Refugee & Immigrant Conference
Holiday Inn-Chicago Mart Plaze, Chicago
Contact: losheff@thecenterweb.org |
| Oct. 25-26 | CIAESC Fall Conference
Chateau Hotel & Conf. Center, Bloomington, IL
Contact: www.cait.org/ciaesc |
| Oct. 27 | ITBE Fall Workshop
Harold Washington College, Chicago
Contact: www.itbe.org |
| Oct. 27 | ITBE Board meeting (after the Workshop)
Harold Washington College, Chicago
Contact: www.itbe.org |
| Oct. 30-Nov. 2 | American Assn. for Adults & Continuing Ed. Conference
Norfolk Waterside Marriott, Norfolk, VA
Contact: www.aaace.org |
| Nov. 16 | ITBE Board meeting
TBA
Contact: www.itbe.org |





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

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Normal, IL 60714-5163

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