



# Tex TESOL V

## Teachers of English to Speakers of Other Languages

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Newsletter

Fall 2006

### **PRESIDENT'S MESSAGE** **Zarina Blankenbaker, Region V**



Dear TextESOL V Members,

It has certainly been a year of productive initiatives for our TextESOL V affiliate. At the heels of an extremely successful State Conference our affiliate hosted in November 2005, we did not lose any momentum in defining how we wanted to better serve our membership. The Board has worked together effectively this year in pooling our efforts and initialized the following:

- Formulated a Mission and Vision Statement
- Developed a Strategic Plan
- Launched an E-Newsletter
- Revised Constitution/By Laws
- Selected a New Logo
- Strengthened Partnerships with Texas Sister Affiliates
- Continuing to Offer Professional Development through the Fall Conference
- Planning State Conference again in 2007

I know this momentum will be continued by the new slate of officers you will help elect during our next Annual General Meeting scheduled to be held during the Fall Conference on Saturday, September 30 at North Lake College. I will look forward to working closely with the new Board as Past-President. At our meeting, you will have an opportunity to vote on approving our new Mission & Vision Statement as well as our revised Constitution. If you have not had a chance to review these documents, I encourage you to log-on to our web-page before the conference at [www.textesolv.org](http://www.textesolv.org) to peruse them.

When you attend the Fall regional conference, you will not be disappointed with the dynamic presentations planned for your professional development. We have received some outstanding proposals. I can guarantee you that you will take away many ideas you can implement to improve student learning, so please do not wait to register for the conference.

Because this is my last message in the newsletter as President of TextESOL V, I want to thank the members of Board for their professionalism and support during my tenure. The last two years (as President-Elect & Program Chair of the State Conference and now President) have truly been a rewarding and stimulating leadership experience. I am blessed to have worked alongside individuals who have an unwavering commitment to service in their chosen profession.

If you have not yet had the chance to serve on the TextESOL V Board, I challenge you to do so. The time is now. If it is not you, then who? I will leave you to contemplate the following quote:

*Unless a man undertakes more than he possibly can do, he will never do all that he can.*

- Henry Drummond

**2006 Fall Conference**  
**Saturday, September 30, 2006, 8 a.m.-4 p.m.**


**Facilitators of Change**



**Don Weasenforth,**  
**President Elect**

I was overwhelmed by the number and quality of presentation proposals we received for this year's TexTESOL V Fall Conference, scheduled for Saturday, September 30, at North Lake College, in Irving. My response is not from want of experience; I have reviewed proposals for other affiliates' conferences and for TESOL conventions. I can assure you that the proposals we received for this fall's conference not only represent a wide range of interests, but are of a quality on par with the international TESOL convention.

Below is a sampling of the presentations you can here as well as a summary of the other conference events.

<p><b>A sampling of concurrent presentations:</b></p> 	E l e m e n t a r y  E d u c a t i o n	S e c o n d a r y  E d u c a t i o n	A d u l t E d u c a t i o n	H i g h e r  E d u c a t i o n	W o r k p l a c e  L i t e r a c y	R e a d i n g / L i t e r a c y	B i l i n g u a l  E d u c a t i o n	T e a c h e r  E d u c a t i o n	A d m i n i s t r a t i o n	R e s e a r c h	C A L L
An Alternate Proposal for Bilingual Education							✓				
Chicago Connection: Let the TESOL Academy Connect To You!	✓	✓	✓	✓		✓		✓	✓		
Facilitating Interaction and Increasing Comprehension in Math				✓							
The Embarrassment of Phrasal Verbs: Get on it/ Get it on		✓	✓	✓				✓			
Facilitating Academic Skills With Synthesis Exercises											
Free Overseas Travel/Study Opportunity: Share the Fulbright Experience	✓	✓	✓	✓	✓		✓	✓		✓	
Hands on Methods to Integrate Reading and Science	✓					✓	✓				
The L2 Reader as Detective: Discovering Clues in Texts	✓	✓	✓	✓		✓					
Making Math Comprehensible to All Learners	✓	✓					✓				
Math Activities that Help Overcome Language Barriers		✓									
Multisensory Structured Language (MSL) Strategies with English on a Roll	✓	✓	✓		✓	✓	✓	✓			



### 2006 Fall Conference

	E l e m e n t a r y  E d u c a t i o n	S e c o n d a r y  E d u c a t i o n	A d u l t E d u c a t i o n	H i g h e r E d u c a t i o n	W o r k p l a c e  L i t e r a c y	R e a d i n g / L i t e r a c y	B i l i n g U A L	T e a c h e r E d u c a t i o n	A d m i n i s t r a t i o n	R e s e a r c h	C A L L
Multisensory Structured Language (MSL) Strategies with English on a Roll	✓	✓	✓		✓	✓	✓	✓			
Narrative in the Classroom: How, Why and When	✓	✓	✓	✓				✓			
Parents as Partners	✓						✓		✓		
Pronunciation Fun with <i>Seinfeld!</i>			✓	✓				✓			
Reshaping Writing Instruction to Improve Student Editing Skills		✓		✓							
Success in Multilevel Classrooms ~ Stepping Forward to Literacy Success			✓	✓	✓	✓					
Using Humor in Teaching ESOL		✓	✓	✓			✓	✓	✓		
Using Songs, Chants, and Poetry with English Language Learners	✓					✓					
Vocabulary + Strategies = Effective Conversations		✓	✓	✓							
Weaving eCampus / Blackboard® & the Web into Your Curriculum	✓	✓	✓	✓	✓	✓	✓				✓
What are you laughing at?			✓	✓						✓	

### Location! Location! Location!

The beautiful and conveniently-located campus of North Lake College, at 5001 North MacArthur Boulevard in Irving, is the site of this fall's conference. You will find maps and other information about the College at <http://www.northlakecollege.edu/>. The new high-tech auditorium and added parking will make North Lake an ideal location for our conference.

## Keynote Speakers



Well-known, entertaining, informative ESL luminary, **Carolyn Graham**, will discuss how Jazz Chants has transformed the teaching of English pronunciation and grammar.



Highly energetic, articulate spokesperson of immigrant issues and sociopolitical catalyst, **Anne Marie Weiss-Armush** will share the latest demographic information for our region and discuss how it affects our work and growth.

## Exhibitors

Representatives from a number of publishers will be on hand, including Oxford University Press, Cambridge University Press, and McDougal Littell.

## Pre-Registration

Note that you can register on-site, but you can save money by sending in your pre-registration (must be postmarked by September 15). The pre-registration form is included in this issue of the newsletter. You will also find a copy at the TextTESOL V website ([www.textesolv.org](http://www.textesolv.org)). Another advantage to pre-registering is that you will be assured a lunch.

## Volunteers Needed

Please contact John Dryzek ([jdrezek@dcccd.edu](mailto:jdrezek@dcccd.edu)) to volunteer to help manage the conference (e.g., monitor the registration table, direct attendees, etc.).

## Preliminary Schedule

A revised schedule will allow greater access to exhibits, more networking, and a wider range of presentation choices. Below is a tentative schedule; check the TextTESOL V website for updates.

Time	Event	
7:30-8:30	Registration and breakfast	
8:30-9:30	Welcome and keynote address	
9:45-10:15	Publisher exhibits and New Member Reception	
10:15-11:00	Concurrent sessions and publisher exhibits	90-min work-shops/colloquia
11:15-12:00	Concurrent sessions and publisher exhibits	
12:00-1:00	Luncheon	
1:15-2:00	Interest section meetings and publisher exhibits	
2:15-3:00	Concurrent sessions and publisher exhibits	90-min work-shops/colloquia
3:15-4:00	Concurrent sessions and publisher exhibits	

To keep up-to-date on developments for the conference, add the TextTESOL V website ([www.textesolv.org](http://www.textesolv.org)) to your browser favorites. Also feel free to contact Don Weasenforth ([dweasenforth@ccccd.edu](mailto:dweasenforth@ccccd.edu)) for additional information.

We look forward to seeing you on September 30 at North Lake College!



# PAYPAL

## Convenience and Financial Security

John Drezek, Member-at-Large

In our never ending quest for continuous improvement, [Tex TESOL V](#) is proud to offer the convenience and safety of using Paypal® to electronically remit conference fees and annual dues: and it's so simple! It takes less than 10 minutes to register. You simply type in your name, address, phone number, email address and password. Read and click on the terms of agreement and PRESTO: you can now send your annual dues and conference fees via the internet. No more checks, stamps and envelopes. No more getting into your sauna-like car to drive over to the post office. Just sit back and relax in your own home and transfer money. Welcome to the 21st Century!

Once you've set up your Paypal® account, you can also shop on eBay, send money to your children and even receive money and fabulous prizes. What kind of prizes you ask? The opportunity to network with other dedicated [Tex TESOL V](#) members, attend workshops and meet world renowned author, Carolyn Graham at our September 30 Conference at North Lake College, in Irving.

How safe is Paypal®? Safe, Safe, Safe! Paypal® offers fraud and privacy protection. "100% protection against unauthorized payments sent from your account." Where else can you get such a guarantee? Check it out at <https://www.paypal.com/cgi-bin/webscr?cmd=pbp-info-outside>.

So, what are you waiting for? Visit Paypal® to sign up today and make your financial transactions easier and safer! <https://www.paypal.com/cgi-bin/webscr> See you at our 2006 Conference!

Look for a link to Paypal® on our website <http://home.flash.net/~presv/Frames/Frames.htm> in the very near future.



**John E. Wheeler**  
**Higher Education Representative**



In July I sent an e-mail to members of our Interest Section reminding you all of the deadline for presentation proposals for our fall conference. At that time, I was chagrined to report that our Interest Section was not well represented by the proposals that had thus far been submitted.

However, we have now received a healthy number of proposals representing our Interest Section, and as a member of the conference program committee I would like to thank all Higher Education Interest Section members who have offered to share your experience and expertise with your colleagues at the conference.

Even with the Pre-Registration deadline of September 15, there may be members of our Interest Section who have not yet made plans to attend the conference, so in order to help encourage any of those of you to attend, following are highlights of presentation topics specifically relevant to our Interest Section:

- “Reshaping Writing Instruction to Improve Student Editing Skills” – Presenters from Collin County Community College discuss important strategies for developing student self-editing, showing how these strategies are implemented on a day-by-day basis in classrooms. Sample instructional materials are provided.
  - “Weaving eCampus/Blackboard® & the Web into Your Curriculum” – A colleague from North Lake College will show you how to learn to easily weave Blackboard® and Web sites into your listening/speaking, grammar, writing and reading classes to challenge and motivate your students.
  - “Facilitating Academic Skills with Synthesis Exercises” and “Improving Fluency and Gaining Research Skills through Synthesis Activities” – Advanced students must synthesize academic information. The presenters from the University of North Texas offer three types of exercises to facilitate this skill and show teachers how to construct their own. Students develop essential synthesis skills and prepare for university work while practicing reading, writing, listening, and speaking with integrated summaries, formal research writing, and presentations.
  - “Gulf Arabs: Cultural Differences that Matter in the Classroom” – Representing UNT’s IELI, the presenters will discuss certain aspects of Gulf Arab culture and values and the conflicts that can occur when students from this background enter the U.S. classroom.
  - “Easy-to-Create BLOGS Enhance Classroom Learning” - The process of creating and using blogs can add a valuable dimension to classroom instruction. This presenter from the University of Texas at Arlington will share how blogs enhance the learning process.
  - “Internet Tips and Tricks for the ESOL Classroom” - Participants in this hands-on workshop will be taken on a guided exploration by a colleague from North Lake College of some helpful websites and web "gadgets" for use in the adult ESOL classroom.
- “Effective Uses of Technology in Teaching Writing” - Guests from Texas A&M University in Kingsville discuss the general issue related to writing with the use of technology, and how teachers can effectively teach the use of word processing.

I hope your appetite has been whetted, and see you on September 30 at North Lake College!



## TextESOL V 2006 –2007 Board Nominations

**John Drezek, Member-at-Large**

Outgoing Members	Position Served
Zarina Blankenbaker	President
Donald Weasenforth	President Elect
Bart Chaney	Past President
Caroline DeCoux	Secretary
Liz Martin	Advertising Manager
John Drezek	Member-at-large
Magda Schenck	Secondary Ed Rep
Janine Kornegay	Advocacy Rep
Members continuing in their position	Current Position
Mark Ouellette	Treasurer
Cathy Watkins	Membership
Diana Bustillos	Newsletter Editor
Danielle Plauche	Newsletter Co-Editor
Elementary Ed. Rep	Heloiza Carman
Higher Ed. Rep	John Wheeler
Adult Ed. Rep	Yvonne Davault
Webmaster	Josh Atherton
Open Nominations	Nominations
<b>President Elect</b> – Will serve as TextESOL V president starting in the fall of 2007.	Caroline DeCoux
<b>Secretary</b> – records discussions and decisions of board meetings.	Mary Peacock ESOL Instructional Associate at Richland College Office: 972-273-6140 <a href="mailto:Mfp8401@dcccd.edu">Mfp8401@dcccd.edu</a>
<b>Advertising Manager</b> – secures book reps and vendors for annual conferences	John Drezek
<b>Member-at-large</b> – works to grow membership and leads efforts to acquire nominations for board officers	Liz Martin
<b>Secondary Ed Rep</b> – keeps abreast of issues and trends that impact secondary ESOL programs	Jana M. Schaffner English as a Second Language Clark Middle School 469-633-4627 <a href="mailto:schaffnj@friscoisd.org">schaffnj@friscoisd.org</a>
<b>Advocacy Rep</b> – keeps abreast of issues and trends that impact ESOL programs of every level	Magda Schenck  Janine Kornegay





## Update on our Finances



Well, the TextESOL State Affiliates Conference that took place last November is over, and there were a few problems with record-keeping as a result. Part of the problem had to do with the confusing transfer from the old TextESOL V treasurer to me as the new incoming treasurer. That is, there were several checks and forms, as well as the complete set of TextESOL V tax records that still remained with the outgoing treasurer.

I think the problem, though, also had to do with the huge influx of monies coming in from a variety of different sources (e.g., from unnamed state ISDs, from individual conference attendees, from board members, from publishers, etc.). This certainly compounded the problem. As a result, there was a large discrepancy between how much money the bank said we had in our account and how much money the Treasurer's records accounted for. Essentially, we had more money in our account than we thought we did. The good news is that most of the recording-keeping has been sorted out. That is, now that I have all the required records for TextESOL V finances, I have been able to clear up many of the problems with the help of the previous treasurer.

For example, all the monies from state-wide ISDs have been collected, and that has contributed a great deal to our overall bank balance. Also, all discrepancies between our bank records and the official TextESOL V database have been reconciled, and our tax forms have all now been filed. Whew!!!! Further, as the new treasurer, I am now officially the contact person for correspondence with both Bank of America and our tax accountant, William Stukey & Associates, LLC. Finally, all hard copy and online forms for conference registration have been updated, so as to clearly indicate me as the treasurer.

There has, of course, been some confusion as to registration for the fall conference. Many people have been sending pre-registration fees to the Maddelena Di Nicola, the outgoing treasurer, for instance. Rather, all registration fees should be mailed to the following address:

Mark A. Ouellette, Treasurer  
1621 South Cooper Street, #147  
Arlington, TX 76010

Also, there has been some confusion regarding how much pre-registration and on-site registration both cost for the fall. Remember that for pre-registration, students pay \$30 and non-students pay \$60. For on-site registration, students pay \$40 and non-students pay \$70. So, get your fees in early!

Hopefully, now that most of the TextESOL records have been organized, and now that some confusions have been cleared up, we will be in fine shape going into the next conference. As well, I think that much of the working out of these problems over the past few months will result in more efficient and more expedient record-keeping in the next year.

# Wikipedia for Better or for Worse

Bart Chaney, Past TextESOL V President



My Internet learning curve is still very steep, and only this year have I discovered Wikipedia, one of the Web's top twenty most popular sites. It is a free on-line encyclopedia, containing over a million articles. It is well cross-referenced and easy to use. Since my discovery, I've learned some things about Wikipedia that will make me more careful and skeptical next time I visit, but so far I've found it to be useful both as a teacher and as an individual.

Though I use the Internet to help gather information and materials for my classes, it seems like, in the past several years, navigating the Internet has become more complicated and time-consuming. Much that was once free now seems to come at a cost. You have to be at the top of your game in terms of your understanding of the technology involved, your intuition about web pages and your skill at searching in order not to get lost, be bombarded by advertisements, or to step into a marketing trap that results in endless junk mail or worse.

What attracted me most about Wikipedia was how easy it was to use and that it was free of advertising. I used it to compile information to supplement and illuminate readings my students were doing in class. I also devised several lab-time "scavenger hunts," which required students to visit the site, answer questions, and gather information to share with classmates. It struck me that Wikipedia was the resource that came closest to meeting the original promise of the World Wide Web: a source of information, unbiased by the marketplace, available to everyone, free to use, easy to obtain.

A recent article in the *New Yorker* magazine enlightened me as to how free and open this resource really is. The information on Wikipedia, it turns out, is written by volunteers, not necessarily experts. Anyone can post an article. Any article that is posted can be edited by anyone else at almost any time. That edit can then be re-edited, *ad infinitum*. ("Wiki" actually comes from the name of a software tool for that facilitates writing and editing in collaboration). When I learned this I thought, *What?* Can the information here even be trusted? Isn't this open system a recipe for conflict and abuse?

The answers, predictably, are both yes and no. Yes, there is conflict and abuse. But in the few years since its inception, several controls have been put into place to fight against informational vandalism, pranks, self-interested or biased editing, and the like. These controls include "administrators" who patrol selected sights, user suspensions, ever more elaborate "ground rules," and programmed "robots" that seek out and destroy nonsense and obscenity. As far as reliability is concerned, it is instructive to remind ourselves that no reference work is error-free. Wikipedia was recently compared to the *Encyclopedia Britannica* and it was found that for every three errors found in *Britannica*, in Wikipedia, there were four. This may sound unfavorable to the latter. And yet Wikipedia has almost ten times as many entries as *Britannica* does and is only five years old. In the relatively few times I have used Wikipedia, I have not consulted entries on politics or other controversial topics – sticking to basic history and geography – and I'm surprised that Wikipedia is as good as it is. The content of the articles and entries that I used seemed reliable and comprehensible. But like any information on the Internet -- or in today's media in general, for that matter -- a certain, informed wariness is required.

Warnings aside, you have to step back with wonder at Wikipedia. Even if it doesn't match up to expectations, even if it implodes in a few more years – what an amazing experiment: a sort of giant, ever-changing, ever-growing collaborative brain! If you haven't taken a look at Wikipedia, I encourage you to do so. If you are interested in its history, its future – and the topic of the promise of the Internet and its attendant anarchy -- I would urge you to take a look at the July 31, 2006, *New Yorker* article, "Know It All" by Stacy Schiff. Let's remember, too, that our newsletter is now on-line and electronic. So if you find errors in my info, my grammar or my thinking here, by all means, edit me!

TextESOL V Past President Bart Chaney has been an ESL instructor and teacher trainer for 14 years. He will be teaching classes this semester at El Centro and Brookhaven Colleges, giving workshops for Project Great North and chasing his two children, Cleo and Cole, who have recently learned how to run.

## Cheater, Cheater, Pumpkin Eater

### John Drezek, Member at Large



Yes, I know students have been cheating in school since the institution was founded, but what I did not realize when I was just getting into the teaching profession is how prevalent it seems to be with Generations X and Y. Did you know the Center for Academic Integrity at Duke University recently conducted a study and found "almost 75 percent of college students acknowledged some academic dishonesty?" This trend also applies to adolescents according to a study by the Josephson Institute of Ethics who found that "70 percent of high school students and 54 percent of middle school students admitted that they had cheated an exam." I was amazed at the frequency, and truly surprised at the type of students cheating.

In my school days, it seemed the only students who cheated were those who did not devote enough time to their homework assignments. It was quite a shock when I discovered one of the brightest, most well-mannered young ladies in my ESOL class had microscopically written the entire vocabulary list on the table top prior to the start of class. This was a student who was always prepared and made legitimate contributions to the class. Why was she cheating? I suppose there are many reasons why, but in this article, I want to focus on how cheating occurs because these young students today are far craftier than I was at their age.

So, what is new or effective in the field of academic dishonesty? I will begin with low-tech methods and progress to the more sophisticated hi-tech techniques.

- A jumbo rubber band around the wrist of a student may not be as innocuous as it might seem. Students stretch the rubber band and write notes or formulas on them prior to class. When the rubber band is relaxed around the wrist, it just looks like a dirty rubber band. No more rubber bands worn around wrists.
- One of my older, non-traditional students always had to use the bathroom during tests, but seldom excused himself during a 2-hour lecture. Suspicious of this behavior pattern, I asked a male colleague to check the men's room closest to my classroom just after class had begun one test day, and my colleague found a textbook and notes for my class hidden in one of the stalls. Apparently, this non-traditional student was a little more Gen Y than I gave him credit for. No more bathroom breaks during tests.
- For some reason, my ESOL students often share large, pink, rubber erasers when taking notes in class or during tests, and I never gave it much thought until I realized one academically strong student was writing test answers on the eraser and then passing it to his more academically challenged friend. No more sharing erasers.
- One 18 year old had a "Hello Kitty" metal pencil case on her desk every day of lecture and during tests. I thought nothing of it until I was standing behind her when she opened the case to reveal a list of all the irregular verbs taped to the inside top of the pencil case. No more pencil cases on desktops.
- One crafty man wrote notes on a piece of paper and slipped it behind the label of a water bottle he liked to keep on his desk every day. He could read the notes through the bottle. No more drinks on the desk during tests.
- Writing notes on one's hands or arms and wearing long sleeves is a trick as old as the hills, but still very effective. Since a rule of "No hands and arms" would be a bit extreme, teachers could just ask students to show their arms and hands prior to class.
- One lady came into class after the final exam had started. She placed her large leather purse/bag on the chair next to her. She was not focused on the test questions, but seemed to be "lost in thought" with eyes at the ceiling. When she slowly glanced back down to her test, she peered into her bag where she had strategically placed her notes. Luckily I patrol every row of desks periodically and I myself peeked into her oversized bag. No more open bags beside testing students.

- PDAs and cell phones are of course the obvious choice of our tech-savvy students. With built-in cameras and large displays, some individuals simply photograph charts, vocabulary lists, and formulas to access during a test. Everyone knows, no electronic devices during a test.
- Electronic calculators, MP3 players and iPods can store vital information. One student recorded audio notes on her computer and transferred the file to her iPod. Long hair covered the ear bud and she listened to her notes during a test. Notes can also be programmed in the iPod, but the student would need to have it in his/her lap or hidden from view to access it.

This collection of anecdotes come from personal experience as well as from colleagues. If you have caught students cheating using innovative techniques, I invite you to share your stories for future publication in this newsletter. Please email me with "Cheater, Cheater" in the subject line at [jdrezek@dccd.edu](mailto:jdrezek@dccd.edu).



# TESOL Academy Scholarship Recipient: Mellanie Clay



## 2006 TESOL Academy

Mellanie Clay, TexTESOL's 2006 TESOL Academy scholarship winner, has 29 years of teaching experience spread between the Richardson ISD, Texas Christian University, Ft. Worth Can Academy, and the Fort Worth ISD. She currently teaches ESL Reading at International Newcomer Academy in the Ft. Worth ISD.

TESOL Academy is the perfect place for Teachers of English to Students of Other Languages to become energized about our profession, updated on methodology and research, meet professional colleagues from around the world, and experience an exciting city other than our own. Roosevelt University, located in downtown Chicago, hosted the 2006 TESOL Academy. Situated one street west of Lake Michigan on the "Magnificent Mile" (Michigan Avenue) the classroom building offered views of Lake Michigan, and other Chicago landmarks, many of which are free to educators.

This year's TESOL Academy offered six sessions from which attendees selected their first, second and third choices to attend. The sessions were:

- Using TESOL's Revised PreK-12 English Language Proficiency Standards
- Involving ESOL Parents in Their Children's Education
- Generation 1.5 Writers: Developing an Informed Practice
- Establishing a Newcomer Program
- Working with English Language Learners who Have Special Needs
- Sound Concepts for Teaching the Sound System

While I would have been happy to attend any of the six sessions, I was thrilled to be assigned to my first-choice session which was "Working with English Language Learners who Have Special Needs" led by Dr. Catherine Collier, the director of Crosscultural Developmental Education Services located in Ferndale, Washington. The 10 hour session (1:00 PM-4:00 PM on Friday and 8:30 AM-4:00 PM on Saturday) was absolutely wonderful and more than I had hoped for. I teach at Ft. Worth ISD's International Newcomer Academy, an intensive English language school for new immigrants. All of the students at I.N.A. are first year immigrants to the United States with 98% of them qualifying for free or reduced lunch. These students, ages 15-19, arrive with little to no basic English skills and some have not attended school for several years. Others arrive from refugee camps where they have not received any formal education. The majority of the students do not know the sounds of the English alphabet when they arrive in my class much less how to read or write in English. This session was just what I needed to help me, my colleagues, and my students because distinguishing first year language acquisition problems from learning disabilities is always a difficult and important task.

With this session, I not only learned ways to intervene and help students who do and do not qualify for special education services but how to construct an instructional intervention team for academic as well as behavioral interventions. This intervention model follows federal guidelines and allows schools to provide services to students who do not officially qualify for special education. Other important measures were also discussed, beginning at the beginning--with training for the first person who first comes in contact with students, usually a school secretary. This short training helps provide assurance that vital links are not missed when an English Language Learner enrolls in a school. The session also taught/re-emphasized in detail how to distinguish learning disabilities from acculturation and socio-cultural problems that might mask themselves as learning disabilities.

# 2006 TESOL Academy

To support this, the session's handbook also included hands-on acculturation quick screening forms and charts with which to help assess a student's normal acculturation progress as well as a classroom language interaction checklist, two essential tools when determining whether or not an ELL has a learning disability/special need. Other forms and checklists were also provided which, if implemented, would enhance a school's effectiveness when dealing with special needs students.

My first TESOL Academy experience was wonderful and exciting. My session was filled with teachers from across the country, and I was thrilled to meet and exchange ideas with teachers from as far away as Great Britain and Kuwait. From testing and assessment to materials, methods, and placement, we discussed political, social, and community concerns about working with English Language Learners. TESOL Academy provided me the opportunity to be engaged with other professionals facing the challenges of working with ELL's who have learning and behavior problems and the tools to know how to separate these problems from disabilities in identification, intervention, and assessment. It was my privilege to represent TexTESOL V and attend TESOL Academy!



## Upcoming State Conference



Dear TextTESOLers,

Public schools started today and I partially envy those of you meeting your new classes for the first time. I'm sure all of you teaching at colleges and universities are rushing to finish your pre-first-day preparations, while for those of us in adult education, it's a time to regroup and plan new strategies. So, with the enthusiasm of beginnings, this may not be the time to mention October burn-out. But let's face it - it's coming!

When I was young and living in the Middle East, school always began the first week of October. It didn't seem long before it was Christmas break (yes, that's what we called it back then!). Now, with schools starting as early as mid-August it's a very long way- paved with endless essay corrections- till winter break!

I'm suggesting a little respite without shirking any of your responsibilities. You have the perfect excuse to take a couple of days and come to Austin at the end of October. What better reason than professional development opportunities would give you the chance to do something different and the clear conscience to enjoy it!

TextESOL's State Conference entitled "Focusing on the Ability to Learn" is scheduled for Thursday Oct. 26th through Saturday, Oct.28<sup>th</sup> at the Omni Southpark and Marriott South in Austin. Check the website at <http://www.textesol.org/region3>. For information about the venues, visit Omni Southpark [www.omnihotels.com/FindAHotel/AustinSouthpark.aspx](http://www.omnihotels.com/FindAHotel/AustinSouthpark.aspx), or Marriott South [www.marriott.com/ausap](http://www.marriott.com/ausap).

Among the invited speakers at the conference are:

- **Michele J. Sabino**, Executive Director : Communications and Marketing, at the University of Houston and TESOL President, 2004-2005.
- **Dr. Linda McNeil**: Co-Director of the Center for Education at Rice University and a member of the Rice Education faculty.
- **Dr. Jun Liu**: Associate Professor in the English Language/Linguistics at the University of Arizona, faculty member of the Second Language Acquisition and Teaching, and president elect of TESOL.
- **Jayme Adelson-Goldstein**: ESL teacher-trainer, consultant, and author who works with adult ESL, ESP, and VESL students.

Check TextESOL III website for information on the pre-conference workshops and the conference program and register for the conference today. Come meet other professionals, learn new techniques, eat well, enjoy the Austin night life, then go back to your school/college/learning center secure in the knowledge that you have honed your professional skills. Nobody said learning can't be fun!

Hope to see you here in October!

Sincerely,

Lu Zeidan

Newsletter Co-Editor

TextESOL III



## MEMBERSHIP Change of Address



Cathy Watkins  
Membership Officer

It's important that TextESOL V be able to communicate with you. If you are moving or changing your e-mail, please update your personal information at this site: <http://iws.ccccd.edu/dweasenforth/TextESOLVAddressUpdate.htm>

After the fall conference in September, you should be able to update personal information on the [textesolv.org](http://textesolv.org) website.

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The Tex TESOL V Newsletter is published quarterly by TextESOL V, a Texas affiliate of Teachers of English to Speakers of Other Languages.

**Subscriptions:** Subscriptions to the Newsletter is a benefit of membership to TextESOL V. Information for membership application can be found at [textesol.org](http://textesol.org).

**Manuscripts submissions:** We welcome your articles, reviews, announcements and comments. Please send your contributions as attached files or cut-and-paste them into an email message to the editor,

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