Greetings from the TexTESOL V Board to all our TESOL family:
I have been mulling over what I’d like to write in my first president’s message and am a little awed by all the presidents that have gone before me. These are large shoes to fill. But I am also happy to have all of your and their support for the coming year.

Our conference was one of the best we’ve had in recent memory. The venue at Mountain View College was close to perfect. I want to again thank the staff there and particularly Martin Guerra for agreeing to be site-chair and hosting the conference. The hospitality accorded to us was outstanding.

When I look back at the conference I feel it met the diverse needs of our membership. Dr. Stephen Krashen gave us all food for thought and though we might not totally agree with his political views, he was not boring! I was also inspired by the number and variety of the concurrent sessions. I want to thank all of you for sharing your expertise. You may have felt that you didn’t make an impact if you only had a few people in your session, but you can be sure your colleagues appreciated what you had to offer. I personally didn’t get to attend many, but there were sessions in each time slot for all our interest sections.

The only area I felt could have had a few more offerings was for our Elementary colleagues. I hope next year at the state conference many of you will decide to share the wonderful things you are doing in your classrooms. Years ago I attended a presentation by a group of student teachers that had used Dina Zike foldables in their classes. I don’t know if their professors coerced them, but I thoroughly enjoyed their presentation. I took back something I’ve used again and again. We all need to realize how much we have to offer to our colleagues.

The board has a lot of business to take care of in the coming year. We’ve made much progress with our Vision, Mission and Strategic Planning, but want to continue the refining. We had a successful board meeting on November 3 at the Renaissance Hotel (site of the 2008 TexTESOL State Conference). The outgoing and incoming board members met for most of the morning. This was the first year we have done this. The idea came from the Succession Planning group. The time helped in the transfer of information to those new to the board.

This coming year we hope to issue a scholarship to the TESOL Academy again, and we hope to create a scholarship for deserving ESL high school students. Likewise, we want to work to better encourage our members to learn about and take advantage of scholarships offered by TESOL.

I appreciate the opportunity to serve the membership and be a part of this dedicated and professional new board. We have an exciting year ahead of us – especially since we are hosting the State Conference next year. Please mark the new calendars you get next month with these dates – November 6-8. If you would like to be a part of the team putting the conference together, please contact Don Weasenforth at Dweasenforth@ccccd.edu. Also, please come back to the website frequently. I know you will be pleased with the new updated look it has after the first of the year.

May you all have a wonderful holiday season. Caroline DeCoux, President.
Brief Biography of Don Weasenforth

Don Weasenforth, currently Past President of TexTESOL V, has been a passionate language learner since his elementary school days. His language teaching tenure is not quite as lengthy, beginning in 1979 as a teaching assistant and graduate student in French at the University of Illinois, Chicago. In 1987 he graduated with a BA in Linguistics with a concentration in TESOL from the University of Illinois, Chicago. He completed his PhD in Applied Linguistics in 1995 at the University of Southern California and that same year accepted a position as assistant professor in the EFL Department at The George Washington University. Don relocated to Dallas in 2003 and accepted a full-time faculty position at Collin County Community College, where he also served for four years as Chair of ESL and Chair of Developmental Writing.

His service to TexTESOL includes three years as Newsletter Co-Editor, Publicity/Marketing Coordinator for the 2005 TexTESOL State Conference, and President-Elect and President (2006-2007) for one year each. Last year, he also served as Executive Director of the TexTESOL Council of Presidents, the umbrella organization that promotes communication and collaboration among the five TexTESOL affiliates. Currently, he serves as Member A on TESOL’s Affiliate Leadership Council, responsible for the Affiliate News and helping with the organization of affiliate events at the 2008 TESOL Convention. He is also serving as Conference Chair for the 2008 TexTESOL State Conference.

Peek Preview: The 2008 TexTESOL State Conference

by Don Weasenforth

You’re reading one of the first announcements of the 2008 TexTESOL State Conference, a conference that is already shaping up to be a great professional development opportunity for ESL professionals throughout Texas and bordering states. Since the site for the 2005 State Conference was convenient and accommodating, we will be returning in 2008 to the beautiful Renaissance Dallas Richardson Hotel and the Charles W. Eisemann Center for Performing Arts and Corporate Presentations. In case you have forgotten how beautiful these facilities are, take a look at their websites for a reminder:

 <=> Eisemann Center: http://www.eisemanncenter.com/

Please note that there is a DART light rail station just outside the door of the Renaissance Hotel. The DART puts you within 30-40 minutes of Dallas’ Arts District, West End, and Deep Ellum.
News from your Past-President. Don Weaselforth, continues with more details on the Peek Preview of The 2008 TexTESOL State Conference

The impressive slate of keynote and featured speakers includes:

☞ Sandra Briggs—current President of TESOL

☞ Laura Ayala & Georgina Gonzalez—TEA consultants for Texas ELL Curriculum and Assessment

☞ Dr. Carol Chapelle—internationally noted author and instructional technology researcher

☞ Dr. Nancy Cloud—nationally known speaker in the field of Special Education for ELLs

☞ Dr. Keith Folse—nationally known author and presenter, vocabulary research and writing instruction

☞ Carolyn Graham—author and presenter of Jazz Chants

☞ Dr. Kathleen Kenfield—nationally known consultant and speaker, English Learner Education

On Thursday, November 6, in the afternoon, a set of pre-conference institutes will be offered. The main conference—with keynote and featured speakers, nearly a hundred concurrent sessions, and around 70 exhibitors—will take place on Friday and Saturday, November 7 and 8

This will be a professional event that you won’t want to miss!

2008 TexTESOL State Conference

Teachers of English: Stars of Texas

Renaissance Dallas Richardson Hotel

November 6-8

Watch your email and check the TexTESOL V website (www.textesolv.org) for updates on the Conference.

Plan to submit a proposal.

Put the dates, November 6-8, on your calendar and submit your requests to supervisors early.
I never knew that all this would lead to unlocking the potential of a Universal Grammar in the syntax of a lowly sentence. In truth, I relish the challenge of applying the content of these academic fields to the all-important art/science of teaching students to build sentences, paragraphs, and rhetorically coherent essays.

I first joined Tex-TESOL over 15 years ago when I began my career as an ESL-Advisor/Instructor at Mountain View College in 1992. At that time, I served on the board as Adult Ed Representative and then as Site-Chair host for our regional conference in the spring of 1997. I also served on the planning committee for the 1998 State Conference we held in Arlington. (Does anyone else remember how our bus caught fire on I-30 on the way to our entertainment excursion in Fort Worth?) Now we are making plans for another State Conference in Richardson near a DART station, so there are no shoddy charter buses to worry about. We can focus on what we do best, namely providing a venue and opportunity for professional ESOL educators to come together to share ideas about classroom techniques, materials, and best practices.

I have not forgotten how much these conferences have shaped my own growth as a teacher of English. With the explosion in computer-aided instruction and a greater number of teaching resources (“bells and whistles”) from which to choose, our challenges are no less formidable, especially with a greater diversity of languages in our classrooms and the greater number of new teachers interested in our field. Likewise, the growth of Internet resources challenges all of us to deliver our teaching outside the traditional classroom in a virtual 24/7 “campus”. In short, I still have a lot to learn. That’s why I choose to serve Tex-TESOL V in any capacity I can, because it can only benefit my students.
Ann Savidge
2007 TexTESOL V TexTESOLer of the Year
by Don Weasenforth

TexTESOL V was very well represented by its TexTESOLer of the Year, Anne Savidge, at the 2007 TexTESOL State Conference in Galveston. Respectfully referred to as Con-Anne the Grammarian, Anne serves as Instructional Specialist III in the World Languages Division at Richland College. She has been an active member of TexTESOL V, volunteering at nearly every regional and state conference since 1997. She also served on the board from 2002-2004 and was the On-Site Registration Chair for the 2005 TexTESOL State Conference. Anne regularly shares her knowledge and experience by presenting at conferences and working with colleagues. She exemplifies the vision of TexTESOL V, to provide the best in English language instruction by supporting ESOL teachers and administrators.

FROM YOUR EDITOR: New Resources—Special Education TEA Listserv
Dear TexTESOLers,

With over **500 attendees**, the TexTESOL 2007 State Conference (Oct. 25 – 27) could not have started off on a more spectacular day as hundreds of sailboats graced the sparkling gulf waters. Pre-Conference Institute goers were amazed at the sight as they made their way to and from the very successful on-going sessions of Jo Gusman, Gretchen Bitterlin, Donna Price and Jeff Mohamed. Friday morning found early birds coming back from their stroll along the beach, making it just in time to enjoy a scrumptious continental breakfast in the Exhibit Hall. The day’s sessions began with a winning presentation given by our plenary speaker, Irene E. Schoenberg entitled, *The Seven Characteristics of Today’s Master Teacher*. Enthusiasm was in the air, as conference goers hurried from one motivating session to the next! As the morning sessions ended, attendees ventured off onto the island for lunch and came back to mingle among the many exhibitors, looking into the variety of books, magazines, tapes, CDs, and other teaching materials that were on display.

The day only got better as our featured speakers, Lynne Diaz-Rico, Randall Davis, Gretchen Bitterlin and Donna Price, as well as other presenters continued with thought-provoking sessions. As the day wound down, many found themselves enjoying the President’s Reception on the second floor of the Conference Center – overlooking the breathtaking view of the Gulf - while socializing over appetizers and listening to music by the Coconuts, a very talented local group. Oh….and if Lady Luck was with you on Friday, you were a recipient of one of the many door prizes given away. Later on in the evening, while some TexTESOLers took advantage of the lovely weather and the inviting beach while just across the Conference Center, TexTESOL Affiliates’ Presidents, Past-Presidents and President-Elects, were busy holding their annual meeting.

The conference’s last day proved just as invigorating as it started off with Quick Share, a set of 15-minute mini-presentations, and even more great sessions that led up to the Awards Lunch in the Grand Ballroom. There, awards were given to four TexTESOLers from TexTESOL II, III, IV and V in recognition to their contributions made to their profession, as luncheon attendees dined on delicious food and listened to harp music. The day continued as featured speakers Dorothy Kauffman, Heide Wrigley and Keith Folse gave presentations offering insights into methods to improving reading instruction for ESL elementary and middle school learners, practical ideas in teaching ESL to immigrants and refugees and the role vocabulary plays in successful writing.
Summary of 2007 TexTESOL State Conference (continued)

As all good things must come to an end, so too did our TexTESOL 2007 State Conference. For many, this year’s State Conference offered an opportunity of a lifetime to mix business with pleasure! Die-hard TexTESOLers ended the three-day conference with a cool down at the Hilton Lobby Bar, where the drawing for the iPods was held. Finally, when asked to sum up the conference in one word, one TexTESOLer simply said, “Awesome!”

Kathy Najafi, President, TexTESOL IV  knajafi2002@yahoo.com

FROM YOUR EDITOR: ELA-Reading TEA Listserv NOTICE

The state Dyslexia Handbook has recently been revised to reflect current research, rule and law. The revised Handbook is currently available in electronic format in both English and Spanish at http://www.tea.state.tx.us/curriculum/elar/index.html. Please scroll down the page to the area titled Documents and under the heading of Documents the first two options are the English and Spanish versions of the handbook.
Mary Peacock, Secretary, TexTESOL-V

English is my second language, the one I learned at school in the days before dumping a student into a class with no support was known as submersion. Fortunately, language teaching has changed and my students at Richland College, where I have been teaching credit and non-credit courses since 1998, benefit from newer, more effective approaches. My current position focuses on expanding the role of technology within the ESOL program. Last spring I had the opportunity to teach a conversation class with students in Estonia!

This is my second year as Secretary of TexTESOL V. Serving on the Board has been a professional and personal pleasure. If you are interested in meeting others who share a commitment to their students and want to learn about the many issues facing ESOL, I encourage you to become involved in your organization.

TexTESOL-V Will Soon Have a Newly Refurbished Website
by Mary Peacock

All that’s old is new again! TexTESOL V will ring in the New Year with a sleekly designed, interactive website packed with information on member benefits, employment and professional development opportunities, and resources in North Texas and the world beyond. Want to share a successful teaching strategy or ask for help with a difficult situation? Click on your interest section and submit your contribution or question. Interested in attending a TESOL Academy or Seminar but need financial assistance? Click on the online forms and apply for a scholarship. Ready to register for the 2008 Fall Conference? Click and do that online, too!

Last spring a committee composed of John Drezek, Mark Ouellette, Danielle Plauche-Davis, and Diana Urrutilla-Bustillos researched the possibility of having our website professionally designed. Based on their recommendations, the board voted to hire eBM Corp., a Denton firm, to update the look and functionality of the website. Watch for an e-mail when the site goes live – then pay us a New Year’s visit. We’ll be at the same address, but be ready for pleasant surprises!

FROM YOUR EDITOR: College Readiness (HB 1) Implementation

HB 1, 79th Texas Legislature, Third Called Session, includes a number of initiatives regarding high school success and college-readiness, as well as a provision for education research centers, which could be located at institutions of higher education, the Texas Education Agency, or the Coordinating Board.

From now until December 10, the Texas Higher Education Coordinating Board invites everyone to visit their website http://www.thecb.state.tx.us/CollegeReadiness/ to view and offer public comment on the draft college readiness standards. Once the public comment period ends, the Texas Higher Education Coordinating Board and the Texas Education Agency will evaluate the comments in consultation with the vertical teams.
A few relevant facts about myself are that I am an Elementary ESL teacher for Plano ISD. I have been teaching for five years, four of which have been in Plano. I taught second grade in Lancaster ISD before coming to Plano to teach. I am currently earning my Master's degree in Curriculum and Instruction from the University of North Texas, where I am specializing in ESL. I was born and raised in Conroe, Texas, where I graduated from Conroe High School, and then attended and graduated from Stephen F. Austin State University. I have now lived in McKinney, Texas for the past two years.

As an ESL teacher I have a uniquely rewarding role in my school. I get to be not just a teacher, but at times, a friend, a supporter, a listener, a translator, a student's voice, and an authority figure. I play an important part in a child’s transition into the English-speaking world. Teaching ESL has made me see children in an entirely new light. Each individual child has different joys and frustrations. The children don’t just come to our classrooms excited and curious, sometimes they come confused and yearning to learn the English language in order to communicate with others around them. This can be extremely frustrating and tiresome for the students. They are around people all day at school who want to speak with them and get to know them, but the ability to communicate with their peers is minimal or nonexistent. We as ESL teachers are here to help them on their journey to learning English, and to make learning the language a bit easier in order for them to succeed at our schools and in their lives. They have to feel safe with us in order to feel comfortable enough to begin to learn and communicate. Once that comfort is there, then we can begin our job of teaching them. That is when the fun and excitement begin. As they begin to acquire the English language, it is amazing to watch them open up to us and everyone around them. They blossom right before our eyes and that reward can’t be put into words.

I am looking forward to hearing your questions, comments, and thoughts. Please don’t hesitate to contact me. I am looking forward to hearing from you,

Jayme Lynch, Elementary Representative  Jayme.Lynch@pisd.edu.

FROM YOUR EDITOR:
Go to http://miller.tea.state.tx.us/list/ to subscribe to one or more TEA listserv mailing lists to receive updates on changes in rules, regulations, relevant special training provided by TEA and other professional information you may need. The Bilingual/ESL Education listserv is essential, but so are listservs for Reading or Language Arts or content areas we teach. Links to additional TEA resources regarding rules and regulations are available at http://www.tea.state.tx.us/rules/home/.
Mellanie Clay is a three time Fulbright Scholarship recipient (China, South Africa/Zimbabwe, and Australia) who has had two other international scholarships (Japan and Korea) and two National Endowment for the Humanities scholarships (Sartre in Detroit and Psalms in Oshkosh, Wisconsin). She teaches ESL Reading at the International Newcomer Academy in the Fort Worth ISD. Prior to teaching at INA, she taught English and ESL for 23 years at J.J. Pearce High School in Richardson, Texas, and 2.5 years in the Intensive English Program at TCU. Mellanie loves to travel and learn about new cultures.

**Treasurer’s Report as of November 3, 2007**

Balance Forward on September 29, 2007 $39,613.58

**Transactions for October**

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**Transactions for November**

| Nov. 2 $2,500.00 (pending) | $43,504.98 (pending) |

FROM YOUR EDITOR: Bilingual/ESL Education TEA Listserv

The Dual Language Immersion Rules have been filed in the Texas Register and adopted to be effective July 23, 2007. [http://www.tea.state.tx.us/rules/tac/chapter089/ch089ff.html](http://www.tea.state.tx.us/rules/tac/chapter089/ch089ff.html).

To view and comment on Proposed New 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, 74.4 English Language Proficiency Standards

Go to [http://www.tea.state.tx.us/rules/home/sboeprop.html](http://www.tea.state.tx.us/rules/home/sboeprop.html)

(First reading and filing authorization – September SBOE meeting)

/Publication in the October 12, 2007, issue of the Texas Register)

(Earliest possible date of adoption – November 2007 SBOE meeting)

The text (approximately 17 pages) of the proposed rules is at [http://www.tea.state.tx.us/rules/board/proposed/1007/74-4-one.html](http://www.tea.state.tx.us/rules/board/proposed/1007/74-4-one.html).
Hello! from your Newsletter Editor, Dr. Rita Deyoe-Chiullán.

In August of 2004, I retired from the public schools where I had been preparing alternatively certified teachers after a career in education which included over 16 years teaching graduate education courses for teachers and administrators, about ten years teaching various elementary and middle school grades in both bilingual and regular education assignments and a few years teaching ESL and linguistics in universities in Colombia, South America. I currently teach full-time at Texas Woman’s University and one graduate course at Texas Wesleyan University. Occasionally, I conduct private tutoring for TExES tests. My B.A. and M.A. were in Speech/Linguistics and my Ph.D. (1976) was in Curriculum and Instruction, with a specialization in Multicultural/Bilingual Education.

I currently own two website domains which lead to the same website, which I created to answer common questions and assist those wishing to become teachers in Texas, [http://www.maestrostexas.com](http://www.maestrostexas.com) and [http://www.texestutor.com](http://www.texestutor.com). Recently, I started a blog and it has the PowerPoints from my two most recent conference presentations dealing with the preparation of bilingual teachers as well as suggestions for helpful online resources, [http://maestrostexas.edublogs.org](http://maestrostexas.edublogs.org).
Margaret Redus, Membership

Membership News for Fall Newsletter 2007-2008

Welcome to all members, new and continuing!

Before getting down to news for 2007-2008, I would like to thank our outgoing membership officer, Cathy Watkins, for her helpful turnover training and files. I would also like to thank the previous Board for its documentation of our Mission, Vision, and Strategic Plan, as well as its promising new ACTEVA registration system and the almost-ready redesigned website. All of these administrative factors will help me serve you, our members, more effectively.

By way of introduction, I am Margaret Redus, and I’ve been a member of TexTESOL V since 1998. I currently teach ESOL Writing/Grammar courses at Richland College and have also taught similar courses at CCCCCD. In my “youth,” I taught grades 1-3 in Dallas ISD, joining the bilingual program there when it was in its infancy. In addition, I’ve worked for a number of years in the business world, including time spent as a business systems programmer. I expect I will draw on all of these experiences working as a team member on our TexTESOL V Board. If you have suggestions for improving or enhancing membership functions or benefits, please let me know.

Margaret Redus, Membership mredus@dcccd.edu

Statistically speaking, our 2007-2008 membership stands at 253.

Distribution by interest section at the Fall Conference was as follows:
PreK-Elementary Education 59, Secondary Education 77, Higher Education 98, Adult Education 18.

Our members work for 37 entities, and the most attendees at our fall conference came from:
Mansfield ISD-35, Grand Prairie ISD-28, University of North Texas-27, Dallas Baptist University-20, Fort Worth ISD-16

Margaret Redus, Membership mredus@dcccd.edu

From the Editor: Websites for ESL and bilingual education professionals

Stephen Krashen’s website http://www.sdkrashen.com
Jim Cummins’ website http://www.iteachilearn.com
Colorin Colorado! Differences between Spanish and English: http://www.colorincolorado.org/educators/background/capitalizing (The inaccuracies are minor and it is a useful attempt to explain contrasts.)
Items in Spanish to share with parents. http://www.colorincolorado.org
Reading Rockets: Launching Young Readers http://www.readingrockets.org
LDonline: The world’s leading website on learning disabilities and ADHD http://www.ldonline.org
Education Week keeps you current on important issues. Links to executive summary or reports can be downloaded or you can determine whether you want to spend time and funds to access more. http://www.edweek.org

Rita Deyoe-Chiullan, Newsletter Editor ritadeyoe@yahoo.com
Cindy Brennan, Adult Education Representative

About twenty years ago I decided to seek ESL certification to better serve the needs of the handful of English Language Learners in my grade level. After that year of working with that wonderfully diverse group, I moved to a different campus and began teaching ESL full-time. I am currently PK-12 ESL specialist in Mansfield ISD. I also serve as lead teacher for the evening Adult English Program in MISD, which is part of the North Texas Consortium. I have been a member of TESOL, TexTESOL and TexTESOL-V for several years and always benefit from the research and excellent staff development these organizations provide... My goal for this year is to encourage collaboration among all of us involved in adult education.

Greetings to everyone with an interest in adult education!

My "real" job is K-12 ESL Specialist in Mansfield ISD. As fortunate as I am to have an incredible job and work environment, I have a confession: there is NOTHING I have ever done professionally that brings the utter joy and satisfaction I experience working at night with adult English learners. If you share my passion and commitment for working with adults, this is the place for you. Please send me any ideas, questions or tips that can be shared here.

Now...on to the business at hand. The hot topic of the year is CONTENT STANDARDS. Across the U.S., states are preparing to comply with reauthorization of the Workforce Reinvestment and Adult Education Act of 2003. There are new amendments which address Adult Basic Skills and Family. Adult education and literacy programs must now account for results through the development of measurable content and performance standards.

To this end, Texas published Content Standards for Adult Education in June, 2007. According to the Adult Education Content Standards website, the guiding principle of the Texas ESL standard is to help ABE/ASE students “speak so others can understand, listen actively, read with understanding, and convey ideas in writing.” This standard was adopted from Equipped for the Future (EFF). Distinct standards are now established that align the content or curriculum with performance expectations or outcomes.

To see the Texas Content Standards or to obtain more information on this topic, visit the Adult Content Standards website at this link: http://www.adultedcontentstandards.ed.gov

If I can be of any assistance to you, please contact me at brency@mansfieldisd.org

Cindy Brennan, Adult Education Representative
John Drezek,  
Advertising Manager  

“Expanding Your Perspective”  
by John Drezek  
I am a proud graduate of UTA with an M.A. in TESOL and have been an ESOL/EFL instructor for over twenty years in Japan and the USA. I currently teach at North Lake College, but have also taught for corporations and education centers. My youngest pupils were 4-year-old Japanese students who had previously lived with their families in Tennessee and returned to Japan. Their parents wanted them to continue to receive comprehensible input to further develop their English communication skills. Luckily I was much younger and had more energy to keep their attention for 55 minutes each day.

At the other end of the spectrum was a class of senior citizens including several over the age of 80. I highly recommend teaching seniors if you have ever wanted 25 instantaneous grandparents to spoil you with homemade goodies and affection. Teaching overseas for 9 years was a fantastic experience, and I believe it has given me greater empathy for our international students living and studying in Texas. I suggest a visit to Dave’s ESL Café to any teacher wishing to expand his/her perspective. http://www.eslcafe.com/joblist Dave has a large, up-to-date list of career opportunities all over the globe. If you are interested in teaching in Japan, write me at: jdrezek@dcccd.edu as I still have a few contacts in the Kansai area which includes the cities of Osaka, Kyoto, Nara and Kobe. I look forward to hearing from you. John Drezek, Advertising Manager

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**Newsletter Item Submission Deadlines**

- **Email** submissions to Rita Deyoe-Chiullan at ritadeyoe@yahoo.com.
- **Click** any of the italicized titles below for submission guidelines.
- **By January 21, 2008** for the **Winter 2008 Newsletter**
- **By March 17, 2008** for the **Spring 2008 Newsletter**
- **By May 12, 2008** for the **Summer 2008 Newsletter**
- **By November 10, 2008** for the **Fall 2008 Newsletter**
“Publishers Welcome!” by John Drezek

Every year I look forward to the TexTESOL V conference because it gives me a chance to network and learn tips and techniques I can immediately put to use in my classes. I currently serve as the Advertising Manager and am responsible for contacting publishers for our conferences. Although this takes time and planning, I really enjoy meeting our sales reps and visiting their tables to learn about the latest technology and textbooks. For example, I use Kurzweil 3000 text-to-speech software at North Lake College so our students can read text on the computer monitor while simultaneously hearing the words. Some research suggests this bimodal input is beneficial to struggling ESOL readers. Luckily for me, the Kurzweil sales rep had hundreds of books on file and created a CD for me with the Harry Potter books, and classics such as Animal Farm and The Call of the Wild. I have found greater success when students are able to select their own books. For more information on Kurzweil text-to-speech software, visit http://www.kurzweiledu.com/kurz3000.aspx

There are huge quantities of lower level reading passages for children, but it is more difficult to find passages that appeal to older learners. At our Fall TexTESOL-V Conference, I discovered (at a publisher table) a series of books by Paul Nation entitled “Reading for Speed and Fluency” that has short, high-interest passages designed for adult readers and includes 5 comprehension questions per story. There are charts in the appendix for students to track reading speed. I love to use one of these as a class warm-up and have partners discuss their answers. Then I ask students to explain why they selected their answers, which yields insight into their schema. Over the course of the semester, students learn how to use context clues and to distinguish between choices that are too broad, too narrow and the main idea. Students like the activity and it has the added benefit of serving as an incentive for punctuality when I start the class with a timed reading. For more information about this textbook series, visit http://www.compasspub.com/english/products/book/?inc=2&goodkey=760&catekey=&lcatekey=1&tcatekey=6&pGoodkey=&nGoodkey=

I look forward to our 2008 State TexTESOL Conference from November 6-8 at the Renaissance Dallas Richardson Hotel. Stop by and visit the publishers and see what is new and exciting! Most publishers donate gift cards and door prizes, so that is yet another reason to attend the 2008 State Conference and meet our publishers. See you in November!

From Your Newsletter Editor:

You know what you do as an ESL or bilingual teacher, but others often fail to understand your roles and tasks. Sometimes referring them to something in writing is more convincing than your own words and experiences. One place to send them is TESOL’s Tapestry website http://www.tesol.org/s_tesol/cat_tapestry.asp?CID=1585&DID=8732.
## 2007-2008 Board Members

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<td>PAST PRESIDENT</td>
<td>Donald Weasenforth</td>
<td>CCCCD 2800 E. Spring Creek Pkwy. Plano, 75074</td>
<td>Tel: 972-881-5970 Fax: 972-881-5923 <a href="mailto:dweasenforth@ccccd.edu">dweasenforth@ccccd.edu</a></td>
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<tr>
<td>PRESIDENT</td>
<td>Caroline DeCoux</td>
<td>Fitzgerald Elementary 5201 Creek Valley Arlington, TX 76018</td>
<td><a href="mailto:cdecoux@aisd.net">cdecoux@aisd.net</a> <a href="mailto:cdecoux2@yahoo.com">cdecoux2@yahoo.com</a></td>
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<tr>
<td>PRESIDENT-ELECT</td>
<td>Martin Guerra</td>
<td>Mountain View College 4849 W. Illinois Dallas, TX 75211</td>
<td>Tel: 214-860-8577 <a href="mailto:mguerra@dcccd.edu">mguerra@dcccd.edu</a> <a href="mailto:martinguerra2200@sbcglobal.net">martinguerra2200@sbcglobal.net</a></td>
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<td>TREASURER</td>
<td>Mellanie Clay</td>
<td>Int’l Newcomer Academy 7060 Camp Bowie Blvd. Fort Worth, TX 76116</td>
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Dear Affiliate Leaders:

At its recent meeting, the TESOL Board of Directors approved the following position statements:

- Position Statement on the Role of Teachers' Associations in Education Policy and Planning
- Position Statement on Terminal Degree for Teaching English as a Second, Foreign, or Additional Language

In addition, the Board approved

- An amendment to TESOL's Statement of Principles and Preliminary Recommendations for the Reauthorization of the Elementary and Secondary Education Act (ESEA) supporting the use of weighed assessments for accountability.

Copies of the position statements are attached to this message, and are also available for download on the TESOL web site at [http://www.tesol.org/PositionStatements](http://www.tesol.org/PositionStatements). You are encouraged to share these with your members either electronically or through your newsletters.

[Editor’s Note: The position papers appear on the following pages.]
Position Statement on the Role of Teachers’ Associations in Education Policy and Planning

Education plays a unique and specific role in advancing human society, and as teachers play an essential role in educational advancement, teaching should be regarded as an esteemed profession. Teachers contribute to the economic, social, and cultural development of society, and thus it is essential that the teaching profession be granted a high status not only for the sake of the quality of education, but also for the progress of society as a whole.

Just as the teaching profession must be granted a high status, so should teachers’ associations. Teachers' associations are among the most committed supporters of improvement in the quality of education. Teachers bring their professional knowledge and experience to any discussions of change in educational systems, and thus the collective voice and expertise of teachers and their professional associations is critical for any effective educational planning and policy making.

With the tremendous growth of English as the language of global communication, many countries are implementing English language education as a central component of their education systems. However, much of the educational planning and policy making is being carried out without the active participation of local English language educators. By neglecting to draw upon the expertise and experience of English language educators, authorities may be implementing ineffective language education policies.

TESOL strongly advocates that authorities at all levels recognize the right of teachers’ association to exist, and that teachers’ associations be accorded legal status. Since teachers’ associations play an integral role in improving the expertise and status of their members, authorities should provide support in whatever way possible to strengthen their sustainability.

Furthermore, TESOL urges that authorities encourage the active participation of teachers and their associations in the process of transforming education, and in educational planning and policy making. Authorities and teacher associations should actively seek and agree on the most effective ways to establish regular methods of communication, consultation, and coordination with one another in all aspects of education planning and policy. Particularly in regard to English language education, authorities should draw upon the expertise of English language educators and their associations, such as TESOL affiliates, in developing and implementing sound language education planning and policy.

Approved by the Board of Directors
October 2007

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Position Statement on Terminal Degree for Teaching English as a Second, Foreign, or Additional Language

A terminal degree is the generally accepted highest academic degree in a discipline or field of study. In many academic fields, especially those in which a person is engaged in the work of academic research, an earned academic (or research) doctorate such as a Ph.D. is considered the terminal degree.

In addition to terminal degrees, many fields of study, especially those linked to a specific profession, make a distinction between a first professional degree and an advanced professional degree. The first professional degree is an academic degree (such as a Master's, or in some cases the Bachelor's) designed to prepare the holder for a particular career or profession in practice-oriented areas of the discipline that do not expect or require research. The advanced professional degree (such as a Ph.D.) provides further training in a specialized area of the discipline, and is viewed as the academic credential for scholarly research and academic activity.

The field of TESOL is a unique, multifaceted academic discipline and profession, encompassing aspects of theoretical and applied linguistics, second language acquisition, sociolinguistics, language pedagogy and methodology, literacy development, curriculum and materials developments, assessment, and cross-cultural communication. As such, identifying a single, specific academic credential as the terminal degree for the entire field is not possible, as the level of a terminal degree depends upon the nature of one's employment, whether it is research-oriented or practice-oriented, as noted above.

Given the variety of undergraduate and graduate programs in TESOL, and the diversity of educational systems worldwide, a Bachelor’s degree in TESOL (or related area), TESL/TESOL/TEFL certificate or diploma, or Master’s degree in TESOL (or related area) may all be considered as first professional degrees for the TESOL field. It is TESOL’s position that a Master’s degree in TESOL (or related area) can be considered the terminal degree for teaching positions in English as a second, foreign, or additional language.

Approved by the Board of Directors October 2007

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Statement of Principles and Preliminary Recommendations for the Reauthorization of the Elementary and Secondary Education Act (ESEA)

As statistics and census figures have shown, English language learners are the fastest growing segment of the school-age population in the United States. When it was signed into law in 2002, the latest iteration of the Elementary and Secondary Education Act (ESEA) went further than any preceding version in holding schools accountable for the academic performance of all students—including English language learners. Entitled the No Child Left Behind Act of 2001 (NCLB – Public Law 107-110), the law specifically required schools to focus on closing the achievement gap for English language learners, and to report on their academic achievement, as well as the development of their proficiency in English.

One of the results of these requirements has been the heightened attention states, schools, and educators have given to the academic performance of English language learners, which is both a positive and laudable outcome. However, flaws in the accountability system at the heart of NCLB as they relate to English language learners, challenges in the law’s implementation, and an overarching emphasis on academic performance at the risk of sanctions have had a negative impact upon English language learners as well. After 4 years significant achievement gaps remain, yet the stakes are higher than ever before.

As the Congress and the administration look toward the reauthorization of ESEA, TESOL advocates that the following principles be used to guide the reauthorization process to help ensure the academic success of English language learners:

Developing Sound Assessment and Accountability Systems for English Language Learners

Any effective accountability system for English language learners must be built on a framework of appropriate, valid, and reliable measures in order to accurately assess student performance. In addition, effective accountability systems must take into consideration the unique needs and characteristics of English language learners, and be focused on measuring individual student performance. Systems built on inappropriate assessment tools or built around the use of singular tests for high-stakes decisions will undermine, rather than promote, the academic success of English language learners.

Moreover, the achievement goals in an accountability system should be both ambitious and based on real-world evidence, not on arbitrarily defined timelines. The goals for any accountability system must be focused on improving student outcomes through identifying and providing resources for areas of need, not solely through punitive measures.

Preliminary recommendations:

- Provide clear and firm guidance on appropriate accommodations for English language learners when tested with state NCLB instruments.
- Allow local educational agencies the authority to determine at what stage in their English development English language learners must take reading, math, and science assessments in English.

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