Message from your Membership Representative

Margaret Redus

Are you receiving our updates?
We have two ways to communicate with you. www.textesolv.org
- Our newly redesigned website is full of information. Please visit often. Notify us when your email address changes.
TexTESOL V has gone paperless, so update us via our website or email me directly. Also, plan ahead! Will you use the same email address through the summer vacation?
Margaret Redus, Membership mredus@dcccd.edu

TexTESOL: 08 State Conference and Scholarships

2008 TEXTESOL STATE CONFERENCE
The deadline for presentation proposal submissions is August 1. To submit your proposal and to read all about the conference, go to www.textesolv.org.

TESOL ACADEMY SCHOLARSHIP
TexTESOL V members, submit your application for TexTESOL V's $450.00 scholarship to attend this year's TESOL Academy in Chicago. The deadline is May 16. For the application form go to Announcements at www.textesolv.org. For more information from TESOL visit http://www.tesol.org/s_tesol/sec_document.asp?CID=247&DID=10430.

VIRTUAL SEMINAR SCHOLARSHIPS
TexTESOL V will cover registration costs for TexTESOL V members attending TESOL's virtual seminars...Contact Don Weasenforth at dweasenforth@ccccd.edu for more information. Visit http://www.tesol.org/s_tesol/seccss.asp?CID=1426&DID=4442 for more information about the seminars.

Donald Weasenforth, PhD
English as a Second Language
Collin County Community College District
2800 E. Spring Creek Parkway, Plano, TX 75074
972-881-5970 telephone 972-881-5923 fax
Saddle Up
for the
2008 TexTESOL State Conference
*Teachers of English: Stars of Texas*
November 6-8
Dallas Richardson Renaissance Hotel

Saddle up your horses and head the wagons toward Dallas/Fort Worth for what promises to be a stellar state conference, one at which we celebrate all Texas teachers of English. All the information and forms that you’ll need can be found on TexTESOL V’s sparkling new website at www.textesolv.org. Here’s a peek at what you’ll see:

**Venue:** The beautiful and conveniently located Dallas Richardson Hotel, site of the 2005 TexTESOL State Conference, will host this year’s conference. Use the **group code** TEXTEXA and reserve your guest room by **October 6** for the **conference rate**. Link to our personalized hotel registration webpage from www.textesolv.org.

**Speakers:** The keynote and featured speakers include prominent, nationally and internationally known ESL professionals. Don’t miss the hilarious international humorist and writer, Rose-Mary Rumbley, who will regale us during the Awards Luncheon. Check www.textesolv.org for a complete list of speakers, their photos, and their bios.

**Pre-Conference Institutes:** Scheduled for Thursday, November 6, you’ll find three engaging workshops from which you’ll have to choose! The cost is $50.00 per person, and the registration deadline is **October 6, 2008**. Register early since space is limited. Abstracts for the institutes are posted at www.textesolv.org.

**Call for Participation:** Submit your proposal online at www.textesolv.org. The deadline for submissions is Friday, **August 1, 2008**.
2008 TexTESOL State Conference

Teachers of English:
Stars of Texas

Renaissance Dallas Richardson Hotel

November 6-8

☞ Keynote & Featured Speakers ☞

☞ Sandra Briggs—Past President of TESOL
☞ Dr. Kathleen Kenfield—nationally known consultant & speaker in the field of English Learner Education
☞ Dr. Nancy Cloud—nationally known speaker in the field of Special Education for ELL’s
☞ Gretchen Bernabei—ESL and Bilingual teacher trainer & educational consultant for Hampton-Brown/National Geographic
☞ Laura Ayala & Georgina Gonzalez—TEA consultants for Curriculum & Assessment for ELL’s in Texas
☞ Keith Folse—internationally known author & presenter in the areas of vocabulary research and writing instruction
☞ Dr. Carol Chapelle—internationally noted author & instructional technology researcher
☞ Carolyn Graham—author & presenter of Jazz Chants
☞ Rose-Mary Rumbley—international speaker, author & humorist

Check the TexTESOL V website (www.textesolv.org) to access the Call for Participation, to submit your presentation proposal, to register for the 2008 TexTESOL State Conference, and for up-to-date information!
2008 TexTESOL State Conference

Teachers of English: Stars of Texas

Renaissance Dallas Richardson Hotel

November 6-8

CALL FOR PARTICIPATION (Deadline: August 1, 2008)

PRESENTATION TYPES

Paper (45 minutes) A paper is most effectively presented as an oral summary with occasional reference to notes or a text. A paper discusses and describes work that the presenter is doing or has done in relation to either theory or practice. The presenter often has handouts and may also use audiovisual aids. The description should include a summary of the paper.

Demonstration (45 minutes) In a demonstration, most of the time is used for showing, rather than reporting about a technique for teaching or testing. Normally the presenter’s statement of the theory underlying the technique takes no more than five minutes. The presenter usually has handouts and may also use audiovisual aids. The description should include a brief statement of the presenter’s central purpose and a description of the presentation.

Workshop (90 minutes) A workshop includes very little lecturing by the leader; the emphasis is, rather, on the participants’ activity which is carefully structured by the leader. The leader works with a group, helping participants solve a problem or develop a specific teaching or research technique. The description should include a statement of the goal and a list of the tasks to be performed during the workshop.

Colloquium (90 minutes) A colloquium provides both formal presentation and participant discussion. It is a forum for a group of scholars to discuss current issues in TESOL and for open discussion among all in attendance. The organizer of the colloquium is responsible for securing the participation of co-presenters before submitting a proposal. The description should include a synopsis of the issue(s) to be discussed as well as a brief schedule of the presentations and discussion time.
CALL FOR PARTICIPATION (Deadline: August 1, 2008)

NAMES

Presenters must pre-register for the conference.

Primary Presenter:
Institutional Affiliation:
Postal Address:
Email Address:
Telephone Number:
Fax Number:

Presenter 2:
Institutional Affiliation:
Email Address:
(same information for each additional presenter)

SAMPLE FORM

Please Submit Your Proposal ONLINE

http://www.textesolv.org

PRESENTATION TYPE
(Choose one) (See descriptions below)

____ Paper (45 minutes)
____ Demonstration (45 minutes)
____ Workshop (90 minutes)
____ Colloquium (90 minutes)

Presentation Title
(9 words max)

Abstract
(25 words max)

Presentation summary
(150-200 words)

Biographical statement(s)
(25 words maximum per person)

AUDIENCE APPEAL
(Choose all that apply)

____ Elementary Education
____ Teacher Education /Methodology
____ Secondary Education
____ CALL / Technology
____ Research
____ Adult Education/Workforce ESL /Literacy
____ Higher Education
____ Administration

EQUIPMENT NEEDS

Overhead Projector/Screen ($45)

LCD Projector/Screen/Adapter ($90)

TV / VCR ($90)

DVD Player / Monitor ($90)

CD Player ($50)

You must bring your own Mac / PC laptop.

Mac users must bring their own adapter cables.

Other:

The Renaissance Hotel, Prelude I/II, the Eisemann provide wireless service, the daily fee is $9.95.

No wireless service is available in the conference area, where most presentations will be held.

No hardwire connections will be provided. Please bring your own.
Margaret Redus, Membership mredus@dcccd.edu

Notice of Email Address Change: Please let me know when your email address (the one for this newsletter) changes. TT5 has gone paperless, so this address is our link to you! You can reach me at mredus@dcccd.edu.

Benefits of your TT5 Membership: Please check below and see how we can serve you!

TESOL Academy Scholarships
Members are invited to submit applications for the annual scholarship to attend the TESOL Academies. Look for announcements in your Fall Conference registration packet, the Tex TESOL V Newsletter and your email this spring.

TESOL Virtual Seminar Scholarships
TexTESOL V offers two scholarships semi-annually for TESOL's Virtual Seminars, 90- to 120-minute Webcasts focused on key issues in ESL and EFL. You can access the seminars from your home or office, as a live event or using the playback feature. Registration is on a per site basis, so groups of professionals may benefit at no extra charge. For more information, link to www.tesol.org.

TexTESOLer of the Year Award
This annual award honors one TexTESOL V member for his/her service to TexTESOL V and the TESOL community of North Texas. The recipient receives full funding for travel and registration for attendance at the State Conference, where the award is presented. Nomination forms are distributed at the Fall Conference, via the TexTESOL V Newsletter, and via email throughout the year.

Virginia French Allen Award
Each fall TexTESOL V submits nominations for the TexTESOL V member who has provided outstanding service to the affiliate. Winners of the Virginia French Allen Award receive three years of TESOL membership including a subscription to TESOL Quarterly. See additional TESOL membership benefits above. Send your nominations to the TexTESOL V President or President-Elect. You may also submit nominations directly to TESOL.

Networking Opportunities
North Texas is home to some of the best professionals in TESOL, many of whom have served on the TexTESOL V Board, continue to advise the Board, and attend its sponsored events. Networking with colleagues at board meetings and conferences can be invaluable to your development as a TESOL professional. Check the TexTESOL V website, the TexTESOL V Newsletter, and your email for announcements of these opportunities.

Directory of ESL Programs in North Texas
TexTESOL V provides its members with a directory of North Texas ESL programs. The directory is useful in job hunting and communicating with local administrators. Members may access the directory online at the TexTESOL V website, using a password provided to members.
Nominations are being sought to recognize an outstanding TexTESOL V member for the 2007-2008 academic year. The person selected will receive a cash award to defray the cost of attending the TexTESOL State Conference in the fall of 2008. She/He, along with the TexTESOLers selected from the other four regional affiliates, will be presented an award and honored at the Saturday luncheon. (The current president and immediate past president are not eligible for this award.)

Send your nomination by May 31, 2008 to Don Weasenforth at dweasenforth@ccccd.edu or mail to:

Donald Weasenforth
1522 Redeemer Road
Allen, Texas 75002

Name of nominee: ______________________________ Title of Nominee: ____________________
Phone of nominee: ______________________ Email address of nominee: _____________________

Please describe the characteristics that set this person apart from other professionals in the field (100-150 words). Include the nominee’s contributions to TexTESOL V and activities, interests, or experiences that enhance his/her effectiveness or knowledge.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

2. List two additional references who can attest to the outstanding qualifications of this nominee.

Reference                  Title                  Phone & Email
___________________________________________________________________________________
Reference                  Title                  Phone & Email

3. Provide your name, title, and contact information:

Name                  Title                  Phone & Email
___________________________________________________________________________________
The TexTESOL V Board announces the opportunity for a TexTESOL V member to receive a $450.00 scholarship to attend the 2008 TESOL Academy at Roosevelt University in Chicago on June 20-21. See http://www.tesol.org/s_tesol/sec_document.asp?CID=247&DID=10430 for more information about the Academy.

Please submit the following information by Friday, May 16, 2008.

Name: ________________________________________ TexTESOL membership number: ___________

Address: ____________________________________________________________________________

Phones: (work) _______________________________ (home) __________________________________

Email address (es): ____________________________________________________________________

School affiliation: _____________________________________________________________________

Supervisor’s name: ____________________________________________________________________

Supervisor’s phone: ____________________________________________________________________

1. Explain your experience in the field of ESOL in 50-75 words.

2. Write a 100-150 word composition, explaining why you wish to attend the TESOL Academy and how it will further your professional growth.

3. Provide three professional references (name and contact information):

   A. ________________________________________________________________________________

   B. ________________________________________________________________________________

   C. ________________________________________________________________________________

   E-mail completed application to cdecoux2@yahoo.com or mail to:
   Caroline DeCoux
   2411 Perryland Drive
   Arlington, Texas 76013

Please note that the recipient will be required to present at the 2008 TexTESOL State Conference and submit an article for publication in the TexTESOL V Newsletter, each summarizing the recipient's experience and what he/she learned at the TESOL Academy. Half of the scholarship will be given upon TexTESOL V's receipt of confirmation of the recipient's completion of the Academy. The other half will be given upon receipt of the Newsletter article and presentation at the 2008 TexTESOL State Conference.
“Say what?” A colleague brought something rather disturbing to my attention the other day. She had heard of teachers who said, (in a conversation about scaffolding and teaching various writing types) "Oh, we only teach narrative writing now (no persuasive, informative, compare/contrast as we did when it was tested on TAAS), because for TAKS everything is basically a narrative."

Naturally, this brought my colleague up short, and made my eyebrows rise! The idea of teachers teaching only one type of writing because of what they perceive to be the demands of a test is a disservice to their students! I hope these teachers are exceptions to the rule.

Needless to say, I am probably preaching to the choir, but just in case it needs to be said again, here’s a quick review of some of the current best practices:

• Establish a positive atmosphere for writing by having an inviting classroom and encouraging respect for and among your students.
• Be a writer in front of your students! Show them how you think of topics, plan your writing, revise and edit. Write in many different genres and for a variety of audiences.
• Use regular, scheduled writing opportunities in your classroom such as writers’ workshop, writing journals, keeping notebooks of science experiments, etc.
• Make writing meaningful to your students, and help them get a sense of ownership in their writing.
• Use literature to teach author’s craft. Help your children to explore and evaluate different authors’ work.
• Use both expository and narrative reading materials to model writing.
• Write regularly across the content areas for a variety of purposes.
• Use mini-lessons for specific issues in writing.
• Arrange for students to give and receive appropriate feedback.

Jayme Lynch
Elementary Representative
Jayme.Lynch@pisd.edu
ABSOLUTELY ESSENTIAL RESOURCES for Teaching **Content** to English Language Learners, especially in the Secondary School

**Making Content Comprehensible for English Learners, The SIOP Model**
3rd edition (May 2007) by Jana Echevarria, MaryEllen Vogt, Deborah J. Short

*Making Content Comprehensible for English Learners*, which is frequently referred to as "the SIOP Handbook" is like no other book available! The book presents an **empirically validated model of sheltered instruction**, which is probably why the SIOP model is heavily used in almost every school district in this region. This resource includes new research, findings, and studies on the Sheltered Instruction Observation Protocol (SIOP) model, which provides school administrators, teachers, teacher candidates, and field experience supervisors with a tool for observing and quantifying a teacher's implementation of quality sheltered instruction. *Making Content Comprehensible* presents a coherent, specific, field-tested model of sheltered instruction that specifies the features of high quality sheltered lessons that teach content material to English language learners. Each of the 30 items from the SIOP model is illustrated through vignettes with "best" lessons included in the appendices for teachers and each also includes "use tomorrow activities" to take into the classroom. The authors also address implementation issues and provide suggestions for success as well as explaining how to incorporate technology into the SIOP. In addition, a ground-breaking CD-ROM with video clips, interviews of the authors, and reproducibles such as lesson plan formats make this the perfect professional development resource for any grade level or content area teacher! School administrators, teachers, teacher candidates, university faculty, and field experience supervisors should all have a copy within reach at all times!
99 Ideas and Activities for Teaching English Learners
With the SIOP Model (March 2007) by MaryEllen Vogt and Jana Echevarria
This book is an indispensable resource for teachers of English language learners, and it is the ideal companion to Making Content Comprehensible for English Learners: The SIOP Model.
The first chapter includes a brief overview of the SIOP Model. The following eight chapters provide use-tomorrow activities for each of the SIOP components:
Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment.
The 99 ideas and activities in this book include a few familiar techniques that have been shown to be especially effective for ELLs, as well as many new ideas to SIOP teachers. All promote student-to-student and teacher-to-student interaction and involvement, so necessary for English language acquisition and content development. Step-by-step directions and examples of content and language objectives are included for all ideas and activities. Twelve sample SIOP lesson plans, six each for the elementary and secondary levels, depict how an activity for each of the SIOP components can be implemented effectively.

Janine Kornegay, Advocacy Representative

After a long career in corporate America, I finally found my calling as an ESOL educator. I am an ESOL educator who teaches at both the college and middle school level. I have taught ESOL for Dallas County Community College district for the past several years and I currently teach ESL English at a middle school. I hold an undergraduate degree in English from the University of Virginia, and will complete a Masters of Science degree in Education in 2008. I have served on the TESOL board as advocacy rep for nearly two years. In addition to serving on the board, I attended several regional and state TESOL conferences and an International conference. I previously served on the planning committee of TexTESOLV regional conferences and TexTESOL state conferences.
John Drezek, Advertising Manager

Get Them Excited with Digital Storytelling! by John Drezek

Write a story? Give a presentation? Ugh. Do your students cringe when you ask them to write? Perhaps they imagine toiling for hours to produce an essay only to get it back from the teacher looking like a Sweeney Todd client on a bad day. Or perhaps they feel overwhelmed and confused about the editing process and just give up. How can we inspire students to push themselves beyond their normal levels of input and convert “tedious writing” into “a joyful opportunity for self expression?” The answer may be found in the hot new trend called, “Digital Storytelling.”

Prior to March of this year, when I attended the 19th International Conference of the Society for Information Technology and Teacher Education (SITE), (http://site.aace.org/conf) I had not heard much about Digital Storytelling (DS). There was much heated discussion regarding the definition of this term and how educators use DS in the classrooms, but my understanding of the term is simple. To me, DS means using some sort of digital technology (digital video, audio/visual presentation software or devices such as MP3 recorders) to communicate a message. One might use DS to train new employees on key business procedures, or it might be used by ESOL students to learn how to brainstorm ideas, organize thoughts, write, provide supporting details, and edit in a personal and creative way. I plan to incorporate DS in my next Listening and Speaking classes.

There are a variety of software packages available to produce DS, but I like “Photo Story 3” (http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx) because it’s free and VERY easy to use.

What are the benefits of using DS in the ESOL classroom? Incorporating DS into HW assignments offers a new and exciting platform for students to communicate messages that are important to them. Students might want to explain the political climate in their countries, a religious holiday, or particular customs. They will select their own topics (informative or persuasive), conduct research, write, edit, and record the narration. Further, they will find images suitable for their presentation, and will learn collaboration skills as teams will compete for the best presentation. Students will also be encouraged to critique the work of other teams. I look forward to my new class this summer and can’t wait to see the masterpieces they create.

I will submit a proposal to present a workshop at the 2008 State TESOL Conference in November to give educators a chance to create their own digital stories. For more information, please visit this website: http://www.coe.uh.edu/digital-storytelling or email me at North Lake College (jdrezek@dcccd.edu) and type “Digital Storytelling” in the subject line.
Questions! Questions!

At lunch recently, a coworker asked me two questions I could not answer. Fortunately, I knew a resource to find the answers. A great site to search for information about second language learning in general, and specifically adult education is the OVAE (Office of Vocational and Adult Education) website http://www.ed.gov/about/offices/list/ovae/index.html.

These are the answers to my colleagues' questions:

Did you ever wonder how many adults are studying English in the United States?

Almost half of the adults in federally funded adult education programs are learning English. In 2004-2005, 2,581,281 adults were enrolled in adult education programs that received funding through the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) Enrollment and Participation in the State-Administered Adult Education Program. Of these, 44.3% were enrolled in ESL programs, 39.4% in ABE (adult basic education) programs, and 16.3% in ASE programs (adult secondary education for 16- to 20-year-olds no longer in the K-12 school system). University and college students, as well as the many adults served in programs not receiving federal funding, are not included in this number.

How do adult English language learners differ from adult basic education (ABE) learners?

Like adult native English speakers, adults learning English enroll in programs for a number of different reasons, including the following:

- Improve their English language skills
- Address personal, family, and social needs
- Meet work demands and pursue better employment
- Pursue further education opportunities

At the same time, English language learners differ from ABE learners in a number of ways that affect instruction, as shown in the chart on the next page.
**Cindy Brennan**, Adult Education Representative, **Questions! Questions!** (continued)

<table>
<thead>
<tr>
<th>Adult Basic Education Learners</th>
<th>Adult English Language Learners</th>
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<tbody>
<tr>
<td>typically have strong speaking and listening skills</td>
<td>often need to concentrate on speaking and listening skills, especially in beginning level classes</td>
</tr>
<tr>
<td>understand one or more varieties of spoken English including non-standard, elliptical forms, (e.g., <em>paper or plastic?</em>) idioms, (e.g., <em>give me a break</em>) and patterns used in U.S. culture (e.g., Americans say <em>ma’am</em>, but not <em>madam</em>)</td>
<td>may be familiar with Standard English or a variety of English spoken in homeland, but not be familiar with elliptical forms, idioms, or U.S. cultural patterns</td>
</tr>
<tr>
<td>may have a vocabulary in English of 10,000-100,000 words (Hadley, 1993)</td>
<td>may have a vocabulary in English of 2,000-7,000 when beginning academic studies</td>
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<tr>
<td>may feel comfortable when books, Web sites, and class materials are written in language similar to spoken language</td>
<td>may need to learn informal spoken English to understand some written material (e.g., <em>like soccer?</em> rather than <em>Do you like to play...</em>)</td>
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<tr>
<td>most likely did not finish secondary level education</td>
<td>level of education varies widely from no formal education to graduate or professional degrees</td>
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<tr>
<td>may focus on obtaining GED (General Educational Development) credential or transitioning to higher education (although learners have many other goals as well)</td>
<td>may focus on learning basic conversational English first before working to obtain the GED credential or going on to or continuing higher education. Some may also focus on passing the U.S. citizenship test</td>
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Happy spring and summer! If you have any questions or comments, please contact me.  
Cindy Brennan  brenca@mansfieldisd.org  817/299-4396

**ESOL Employment Opportunity**: PART-TIME FACULTY Adjunct ESOL Faculty  
(Position No. 080801005) $39.08/Hr., Part-time. World Languages, Cultures & Communications Department. Teach one to four English as a Second Language courses each semester. REQUIREMENTS: Master's degree or Bachelor's degree in English, TESOL, Linguistics, Education or Foreign Language with previous experience teaching or tutoring adults in ESOL. Excellent teaching and communication skills; demonstrate expertise teaching all skill areas of English as a Second Language including Reading, Listening/Speaking, Writing/Grammar, ability to interact with students from various languages and cultural backgrounds; understanding of adult language acquisition; ability to use cooperative and interactive models. A criminal background check will be conducted. **Deadline for all applications (electronic/non-electronic) is 5:00 p.m. on 05/02/2008.** For information call Richland College (972) 761-6868.
Mellanie Clay, Treasurer

<table>
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<tr>
<th>Treasurer’s Report as of Apr 19, 2008</th>
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<tr>
<td><strong>Previous Balance</strong></td>
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<td><strong>Transactions January-April, 2008</strong></td>
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<td><strong>Deposits and Credits</strong></td>
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<td>February 14  $ 30.00</td>
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<td>April 16     $ 475.00</td>
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<td><strong>Balance Forward April 16, 2008</strong></td>
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Rita Deyoe-Chiullan, Newsletter Editor
ritadeyoe@yahoo.com

An IMPORTANT New Book and Two Articles Recommended by Rita Deyoe-Chiullan

Finally a book that responds to all the myths and falsehoods that Bilingual/ESL Professionals face daily, with the data and sources to back up the answers!


And at the risk of seeming to only read the friends of certain writers, everyone who teaches English Language Learners, really needs to read at least these two articles on http://www.elladvocates.org

*Texas Study Finds: High-Stakes Tests = High Dropout Rates* by Linda McNeil et al

*From English Language Learners to Emergent Bilinguals* by Ofelia Garcia, Jo Anne Kleifgen, and Lorraine Falchi. No matter how long you have been advocating for English Learners, you will learn useful new facts and perspectives.
Hello, I am Jey Venkatesan, and I am excited to be serving as Co-Editor on the TexTESOL-V Executive Board and am looking forward to the TexTESOL State Conference in November.

I received my BA and MA in English Literature from the University of Madras in India, and from 1978-1982, I taught ESL at that same university.

After moving to the United States in 1982, I pursued further graduate studies, completing my Ph.D. in Humanities with a concentration in Linguistics at the University of Texas at Arlington in 1994. Having taught briefly at different colleges such as TCC, Northlake, and TCU, I settled down at Texas Wesleyan from 1997-2004, where I taught Business English and Humanities in addition to ESL. Since 2004, I have been teaching at Collin County Community College. Also, for the past four years, I have been an IELTS examiner at SMU.

The International English Language Testing System (IELTS)

by Jey Venkatesan

As English becomes the common language of opportunity, the demand for a universal test of English grows. The sheer volume of people hoping to use their English skills to study and work with the best institutions and companies means the world’s universities, employers, and migration authorities need a test that provides reliable proof of ability - wherever they’ve come from and wherever they plan to go.

One of the clearest indicators of this trend is the rise of IELTS. Run by an international partnership between British Council, IDP: IELTS Australia and University of Cambridge ESOL Examinations, IELTS has experienced vast growth since it was first offered in 1989, with more than 700,000 tests being taken in 120 countries over the last year. Most significantly, IELTS has established itself in the US, building a reputation for itself as the world’s best test of English as an international language.

Beryl E. Meiron of IELTS International, who manages IELTS in the US, says: “The old idea that TOEFL is the test for the US and IELTS for the UK, Australia and New Zealand just doesn’t apply anymore.” Many institutions are recognizing IELTS for international student applicants who are required to demonstrate their academic English language proficiency for admissions purposes. Over a thousand U.S. institutions recognize IELTS including four-year undergraduate institutions, graduate and professional institutions, two-year and community colleges, as well as specialized, certificate, and diploma programs. Three main areas of recognition growth in educational institutions in the US, include Ivy League and other select schools, such as Columbia University and Texas A&M University, professional schools, including outstanding MBA, business, medical, and biomedical programs, and state and private large universities.
Institutions such as Brown University, for example, have for the first time decided to consider IELTS scores in the same way as TOEFL. The director of admissions has been quoted as seeing this as helping the many international applicants who apply both to Brown and Australian universities, meaning they only need to take the one test.

Professional bodies representing major US employers have also seen the potential of IELTS for overseas recruitment, including the US Commission on Graduates of Foreign Nursing Schools (CGFNS); International Commission on Healthcare Professionals (ICHP); American Veterinary Medical Association (AVMA), and many individual state boards of nursing. Increasing numbers of test takers in the US itself has shown the country has entered the top 10 of IELTS markets for the first time.

A key factor for US institutions has been the face-to-face Speaking module in IELTS. Institutions are reassured by the authentic academic tasks, and comprehensive assessment of all four language skills including the live, face-to-face speaking performed by a trained, certified examiner. Deans and directors of admissions have also been attracted by the rigorous security processes, reliability of scores and worldwide accessibility.

Beyond the US, there are thousands of educational institutions and professional bodies in the English-speaking world, in the UK, Australia, Canada and New Zealand, which accept IELTS – along with the immigration authorities in those countries.

For candidates, IELTS is considered to offer more in the way of quality and customer service. More than 700,000 people use the test to access opportunities in careers, study and migration every year. IELTS is available in over 300 locations in 120 countries worldwide, each providing up to 48 test dates every year. Test takers are able to repeat the exam at the next available date. IELTS conforms to the highest international standards for language assessment. The test covers all four skills – Reading, Writing and Listening, as well as a face-to-face Speaking test – leading to a deserved reputation for IELTS as providing the most reliable test scores for candidates.

“SMU IELTS Test Center has seen hundreds of new IELTS candidates in the last year, and expects many more in the next few months,” said Sue Brunz, SMU IELTS Test Administrator. “Our center has increased candidature by almost 75% in less than a year’s time.”

More information on IELTS is available from www.ielts.org

For more information locally, please contact:
Sue Brunz                      sbrunz@smu.edu
SMU IELTS Test Administrator   http://www.smu.edu/ielts
6185 Airline Rd. Suite 216    (214) 768-1990
Dallas, TX 75205
**NEW DEADLINES FOR NEWSLETTER ITEM SUBMISSIONS**

*email* submissions to Rita Deyoe-Chiullan at ritadeyoe@yahoo.com

By **June 15th** for Summer Newsletter  
By **November 15th** for Fall Newsletter

**Submission Guidelines for e-Newsletter**

(Guidelines adapted from TexTESOL Region III)

All articles and reviews should be between 500 and 1500 words in length.  
Please also include a biographical statement (in sentence form, maximum 30 words).  
Please send submissions electronically as Microsoft Word documents, with no special formatting, to Rita Deyoe-Chiullan, ritadeyoe@yahoo.com.  
Please save images as .jpg files.

**Possible topics**

ESL, EFL, EIL (English as an International Language)  
Bilingual Education  
Second Language Acquisition  
Teacher Education  
Language Education Research Issues  
Sociocultural Issues  
TESOL Intrasession Topics


**Types of Submission**

**Feature Articles** (1200-1500 words) ESL curriculum and instruction, teacher education and professional development, program administration, socio-cultural issues, research on ESL/multilingual issues.

**Brief Reports** (600-900 words) Book reviews, reports on conference presentations and papers, reviews of ESL materials.

**Personal Accounts** (500-700 words), such as stories and tips from the classroom related to TESOL, and reader responses.

**Announcements** (50-75 words) of forthcoming presentations and meetings or forthcoming articles and books on issues related to TESOL.

**Brief Information** (500-700 words) about Websites, Blogs, and other Resources of interest to ESL/Bilingual Professionals, their students, and the communities we serve.

**Calls for Conference Presentation Proposals, Professional Scholarships, Travel Awards, and Funding Opportunities.**