Hello, again! The TexTESOL-V Summer Newsletter for 2007-2008 is ATTACHED.

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Anne Savidge is new Higher Education Interest Section Representative.


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NOTE: We tried to learn how to make this page appear directly in your e-mail...but we are still working on learning how!

OUR TexTESOL Fall Conference November 6-8 in Richardson
ON THE WEBSITE http://www.textesolv.org
REGISTER, VOLUNTEER, SUBMIT YOUR PRESENTATION PROPOSAL--Due AUG. 1st!

Visit TABE's website http://www.tabe.org/
TABE Conference October 22-25 in Arlington--Call for Papers deadline August 1st!

So sit down and write both proposals TODAY, but copy-paste your proposal into a document before you press SEND! (Neither website automatically provides a copy of what you submit!)

POSTED ON YOUR TexTESOL-V WEBSITE:
TESOL Awards and Grants for members of TESOL International, various closing dates.
Fullbright-Hays Seminars Abroad Program for Summer 2009, closing date Sept.12, 2008
2008 CREATE Conference October 6-7 Minneapolis--Math, Science, Social Studies: Focus on English Language Learners in Middle School.
TESOL International publication--Revitalizing a Curriculum for School-Age Learners. Information for Reviewers to request a review copy is included.
From your Membership Representative, Margaret Redus

Are you receiving our updates?
Please visit our redesigned website often www.textesolv.org. Notify us when your email address changes. You may update us via our website or email me directly. Will you use the same email address through the summer and in the fall?
Margaret Redus, Membership mredu@ dcccd.edu

Affiliate Board and Membership News
First, welcome to new (returning!) board member Anne Savidge at Richland College, who will serve as our new Higher Education Interest Section Representative. She can be reached at AnneSavidge@dcccd.edu
Also, we have 2 new members: Hanna Geshelin, Richland College (Higher Education, recruited by Anne!) and Kathryn Williams, Dallas ISD (Adult Education).

Zarina Blankenbaker 2008 TexTESOLer of the Year

TexTESOL V honors Zarina Blankenbaker as its 2008 recipient of the TexTESOLer of the Year Award. Zarina is a long-term loyal supporter of TexTESOL V. She served on the TexTESOL V Board as Newsletter Editor from 1997 to 1999. From 2004 to 2007 she served in Presidential capacities, and Zarina’s excellent leadership skills and commitment to TexTESOL V significantly benefited the organization. Among her many accomplishments, she led an important revision of the organization’s constitution and by-laws and initiated discussion of long-overdue revisions to the TexTESOL V website. She promoted the professionalism of the organization, and assured the affiliate’s compliance with TESOL policies. Although she is not serving on the Board currently, she continues advising volunteers for the 2008 TexTESOL State Conference planning committee.
Mellanie Clay, 
_Treasurer_

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<th><strong>Treasurer’s Report as of</strong></th>
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<td><strong>Previous Balance (April 1st)</strong></td>
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**From TESOL International...an Opportunity!**

**TESOL Journal Editor Search: Call for Applications**

The TESOL Serial Publications Committee and the _TESOL Journal_ Editor Search Team invite applications and nominations for the position of editor of _TESOL Journal_. The editor serves for 3 years, beginning in January 2009, and must be a TESOL member in good standing throughout his or her term. The deadline for applications is **August 1, 2008**. For more information on the search process, including a full job description and the _TESOL Journal_ mission statement, please go to [www.tesol.org/tjcall](http://www.tesol.org/tjcall).
Your TexTESOL-V Committee on the Respective Roles of the New Website and the Newsletter...

Mary Peacock, Secretary, TexTESOL-V

Cindy Brennan, Adult Education Representative

Jey Venkatesan, Newsletter Co-Editor

Rita Deyoe-Chiullan, Newsletter Editor

We used an online wiki and met by conference call to redevelop the roles of Board Members to use the newsletter and website efficiently to meet your needs as busy professionals.

In the Pre-Conference Special Newsletter, you will receive specific proposals to alter the roles of some Board Members, revise the tasks of Board Members and continue redeveloping the functions performed by the Newsletter and the Website. You are welcome to join our conversation by emailing your thoughts to ritadeyoe@yahoo.com. Here are our tentative conclusions.

1. The Newsletter should be a link to the website to alert members to current deadlines, scholarship/grant application opportunities, conferences, calls for papers, and new items recently published on the website. It would go from a 20 page PDF with pictures and full-page forms and announcements to a one-page email with links to the website, and it might be sent more frequently, perhaps every six weeks instead of four times a year.

2. Coordination of the website and newsletter is needed to ensure materials on the website are reviewed and edited and that resources referenced in the newsletter are accessible as intended.

3. These tasks require three individuals willing to commit their joint efforts to preparing and publishing the website and newsletter. We have described these roles as Publications Content Coordinator (replacing Newsletter Editor), Publications Copy Editor (replacing Newsletter Co-Editor), and Publications Technical Coordinator (maintaining visual integrity, access and functionality of the Website). All publication items would go directly to the Publications Content Coordinator for review, then to the Publications Copy Editor for corrections, and finally to the Publications Technical Coordinator to be posted on the website.
Understanding Students’ First Language Backgrounds: Recommended Resources

by Margaret Redus, Membership Representative

As classroom ESL teachers, we know our students bring with them first language experience that strongly shapes their work in learning English. We also know that the classroom culture in which they studied their first languages strongly influences their initial performance in American classrooms. However, during the intensity of the school term, it can be hard to find specific information quickly. Because summer is a good time for background reading, this article recommends some resources I have discovered and which I keep close at hand. They have all served me well for doing quick research on individual as well as group problem areas. If you have feedback on these or other resources, I welcome your input at mredus@dcccd.edu.

www.omniglot.com
This website is the quickest way to see and hear a target language. The site contains very accessible information on writing systems (abjads, alphabets, syllabaries, etc.) as well as information on an ever-growing number of languages.

Uses: As an icebreaker during the early part of the term, students can print and discuss information (e.g., vowels, consonants, punctuation) on their first languages. They can also print similar information on English and keep both sets of material for reference. Locating sounds (phonemes) unique to English focuses students on specific areas for pronunciation practice. Likewise, comparing differences in writing symbols and the way sounds are represented is a helpful introduction to English spelling issues.

Organized for 22 groups of languages, this book is easy to read for both general and specific information. For each language group, topics include phonology, orthography and punctuation, grammar, and vocabulary. In addition, for each, there is a written passage with word-for-word translation into English.

Uses: This book is a valuable instructor reference. It helps teachers understand the source of persistent specific problems in student grammar. For example, many Farsi speakers have problems with relative pronouns and produce clauses such as, ”The man, which I saw him…”, and “The book, which I gave it to you…” (p. 190). The two grammar rules governing these structures in Farsi are stated succinctly. By having this kind of information, the teacher can show Farsi-speakers that this is a language transfer problem and help them focus clearly on the way to express the same idea in English.
Understanding Students’ First Language Backgrounds: Recommended Resources

by Margaret Redus, (Continued)


Included in this book is information for understanding the backgrounds of international students from sixteen countries. Eleven languages are represented, and language topics for these include the sound system, writing system, grammar, and rhetorical organization. Topics on education by country include educational policy, teaching style, learning style, teacher-student relationships, and student-student relationships. Also for each country, a summary of culture is given, and a problem/solution section highlights issues the authors have experienced.

Uses: Because international students are newcomers to American education, the detailed information on specific countries, their educational practices, and culture is very helpful in understanding student perspectives. The following is an example of a section very relevant to my experience in the early part of a term. To an initial writing prompt—“Tell me about yourself”—a very well-educated Korean student began her response with a sentence giving the names and ages of her children. Subsequent sentences gave more family information, and then, finally, the student wrote of her life before marriage. Because I remembered from my reading that Korean essays “are typically organized from specific to general and do not contain a directly stated thesis” (p. 187), I did not rush to worry about this student’s background in essay organization. In due course, her skills in linear organization developed smoothly when I introduced the American writing style.


A companion volume to the book above, this book focuses on refugee and immigrant students. The eighteen countries of origin are different, and nine of the ten languages are different as well. Language topics include grammar and pronunciation. Information for each country includes a history of immigration as well as a discussion of educational practices, culture, and potential adjustment challenges.

Uses: Refugee and immigrant students are often academically underprepared. Understanding the conditions under which they have lived and the environments in which they have studied helps instructors develop curriculum to address specific gaps. In addition, the information on educational expectations offers important insight. Recently, when I was puzzled by the behavior of an Ethiopian student, I found what I needed. That term half my class was Ethiopian, a rather unusual concentration. The student himself was quiet and performed well in class.
Understanding Students’ First Language Backgrounds: Recommended Resources
by Margaret Redus, (Continued)

However, intermittently he would approach me before class to mention—in a serious, concerned manner—that one or another of his Ethiopian classmates was unhappy about something, such as too much homework or my strictness on deadlines. In the chapter on Ethiopia, I found what I needed: a description of the function of a classroom monitor in an Ethiopian classroom. Apparently, my Ethiopian students viewed this student as their representative, and through him I was able to open up communication on a deeper, more personal level for everyone. Class morale increased, and students became comfortable with approaching me personally.

Student Handbooks that Teachers May Need
by Rita Deyoe-Chiullán

Are you teaching content as much as you are teaching English, and perhaps that content area is not your strong suit? Here are some handbooks for students that I have found we often need as teachers. Those who teach Spanish-speakers can benefit from a few handbooks that are also available in Spanish.

GreatSource Handbooks order form 1-800-289-4490 www.greatsource.com

Four math titles are available in Spanish and English:
Matemáticas para aprender (Gr.1-2)/Math to Learn
Matemáticas para saber (Gr. 3-4)/Math to Know
Matemáticas en mano (Gr. 5-6)/Math at Hand
Matemáticas inmediatamente (Gr. 6-8)/Math on Call

Only in English:
Algebra to Go (8 & up) Geometry to Go (8 & up)
ScienceSaurus: Gr. 4-5 (blue cover), Gr. 6-8 (green cover)
Write Source K,,,12, Writers Inc. 9-12, Write for College 11-12
Reader’s Handbook 3, 4-5, 6-8, 9-12

Some of these titles originated with Write Source http://www.thewritesource.com/index.html, which still publishes some of the original versions. I like old editions of Writer’s Express and Writers Inc. To access their website, use the word “the”; a different company’s URL omits “the”.

Several of the writing handbooks originally created by Write Source were translated into Spanish and are available from Hampton Brown, which is now owned by National Geographic. To locate titles, go to the National Geographic School site http://new.ngsp.com/Home/tabid/36/Default.aspx and use the search tools on the left or use the menus for PRODUCTS at the top of the page, then select SPANISH LANGUAGE AND LITERACY, SPANISH WRITING HANDBOOKS.

A Navegar (Gr. 5-6) is a useful resource for bilingual teachers, including many native speakers of Spanish. http://new.ngsp.com/AdvancedSearchResult/tabid/486/Default.aspx

Some of these cost less on AMAZON, but verify the ISBN. I ordered Math on Call and received Matemáticas inmediatamente…to my delight, as I didn’t know the Spanish versions existed!
Teaching REAL Writing: Valued Resources for Getting Back to Writing for the Rest of Your Life!

by Cathy Watkins, Secondary Education Representative

It’s time to put the TAKS writing worksheets away and really write with your students. Tommy Thomason has a wealth of ideas to support writing and inspire writers. His ideas are practical and easy to implement. Take the time to check out these books.

**WRITEAEROBICS: 40 Workshop Exercises to Improve Your Writing Teaching.**

Here’s practical help for understanding writing better, experiencing writing yourself, and translating your understanding and experience into classroom learning. Included are 40 days of information — roughly two classroom months — about writing for you to think about . . . exercises to try in your own writing notebook . . . and activities to try with your own young writers. One day will be about truths in writing; another about writing teaching. Then you’ll use that information in something you write in your notebook, and finally put together an activity or craft a lesson for your students on the same topic. Flexibly designed to be used in whatever manner best suits your particular needs, the book allows you to spend as much or as little time as you need on the different areas. Each writeaerobic workout includes:

- Inspiring quotes on writing
- Quick lessons on the craft of writing or teaching writing
- Writeaerobic exercises for your writer’s notebook
- Ideas to build craft lessons for your writer’s workshop

Here’s just a sampling of the 40 Writeaerobics Workouts included:

Why write? / Writing as a discipline / The critic inside your head / Choosing topics: What do I write about? / A feel for the language / Show don’t tell: bringing writing to life / The six traits of effective writing: ideas and development, organization, voice, word choice, sentence fluency, conventions / Writing dialogue / How revision works and why it’s hard to teach / Vivid verbs: bringing life to writing / Can we teach students to write creatively? / Teaching grammar / To prompt or not to prompt / Writing simply / Appendixes cover: Literary composing / Playing with leads / Learning from advertising copywriters / Books on writing and illustrating
Teaching REAL Writing: Valued Resources for Getting Back to Writing for the Rest of Your Life!(continued)

by Cathy Watkins, Secondary Education Representative


Teach your students test-writing as a genre with this practical new resource. It's packed with ready-to-use tips, strategies, and ideas you can implement in your classroom to set the stage for test success without compromising students' growth as writers. Included are frequently asked questions, profiles of teachers who have successfully used the ideas, and an Appendix summarizing states' approaches to assessing writing.


See step-by-step how to conference young writers. Each chapter presents a different facet of the conference or the underlying philosophy and classroom practices, and each takes no more than 10 to 15 minutes to read.

This just in from Mary Peacock, our secretary...

TexTESOL V expands its online presence to Facebook! You can find us under Common Interests -- Languages, or just search for TexTESOL V the next time you visit your Facebook page.

From John Segota, TESOL International...

At their meeting last month, the TESOL Board of Directors approved the new Position Statement on the Status of, and Professional Equity for, the Field of Teaching English to Speakers of Other Languages. A copy of this position statement is attached; it is also available for download at http://www.tesol.org/PositionStatements. Please disseminate this information to your members.
News from your Past-President.

Don Weasenforth

Donald Weasenforth, PhD
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Collin County Community College District
2800 E. Spring Creek Parkway, Plano, TX 75074
972-881-5970 telephone 972-881-5923 fax

2008 TexTESOL State Conference

Teachers of English: Stars of Texas
November 6-8
Dallas Richardson Renaissance Hotel

Mark Your Calendars for the 2008 TexTESOL State Conference!
by Don Weasenforth

Circle the dates of November 6-8 on your calendar for a professional development event you won’t want to miss. This year’s state conference, Teachers of English: Stars of Texas, will take place at The Dallas Richardson Renaissance Hotel and the Eisemann Center for Performing Arts, unquestionably beautiful facilities that could not be located more conveniently. 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.

Many hours of collaboration have yielded an enticing slate of speakers of national or international reputation. International humorist and writer, Rose-Mary Rumbley, will provide entertainment with a local flair at the Awards Luncheon. North Texas ESL experts will facilitate engaging pre-conference workshops on November 6 for those who want to get a day’s advance start on the conference. Registration forms for individuals, as well as for groups using PO’s are now available on the website.

Visit TexTESOL-V’s website at www.textesolv.org to submit your presentation proposal (due by August 1), to register, and to volunteer to help at the conference. Also, feel free to contact Don Weasenforth, Conference Chair, at dweasenforth@ccccd.edu.
NEW DEADLINES for NEWSLETTER and WEBSITE Item Submissions
email submissions to Rita Deyoe-Chiullan at ritadeyoe@yahoo.com
By September 15th for Pre-Conference EXTRA Newsletter (New Brief Format)
By November 15th for Fall Newsletter
Website Announcement Submissions may be submitted any time, but will not be posted until they have been reviewed, edited and approved by the Publications Officers.

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

Cited works should conform to the requirements of the Publication Manual of the American Psychological Association (5th edition). For more information, consult http://www.apa.org/books/ordering.html

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.