Libraries for the English Language Learner

By Sherrie Sacharow

Teaching English as a Socializing Process
By Alvino E. Fantini

Adjusting to the Culture of Higher Education in Greece
By Ourania Katsara

TESOL and the United Nations
Must-see TESOL USA presentations...

Thursday 26 March, 12.15-12.45pm
Exhibitor Showcase Hall A
Better Barbarity than Boredom:
The International, Individual Learner
Jenny Pugsley, Thomas Jones, Rebecca Rufener

Friday 27 March, 11.00-11.45am
Room 711
Training to teach ESOL: Practical Approaches, Myths and Realities
Exhibitor session no. 149235
Jenny Pugsley

For Work
Trinity College London’s CertTESOL qualification is a practical approach to teacher training. It is among the most widely recognised qualifications in the field of TESOL and is highly regarded by employers around the world, including the British Council.

For Study
Trinity College London’s ISE and GESE examinations are communicative, personalised ESOL assessments which are taken by hundreds of thousands of students worldwide each year.
They are recognised by UK and other universities around the world as evidence of English language proficiency.

For Life
Trinity College London’s ESOL and TESOL qualifications give people the opportunity to achieve their personal, educational and career goals – qualifications not just for today, but for life.

Visit us in exhibit floor Hall A at booth 407 to find out about our full range of ESOL and TESOL qualifications.
FROM THE EDITOR .........................................3

PRESIDENT’S MESSAGE ..........................5

COMMUNITIES OF PRACTICE
Circle Time: Reading Comprehension Strategies for ELLs ..........................6
by Judie Haynes

Home Room: Bryan’s Story: Learning to Read ........................................7
by Linda New Levine

The Road Taken: Making Homework Part of the Lesson .........................9
by Debbie Zacarian

Multilingual Momentum: Tolerating Ambiguity in English Language Learning ..10
by Ke Xu

Culture/Cross-Culture: Teaching English as a Socializing Process ..............12
by Alvino E. Fantini

From A to Z: My Brief Life as a Nonnative Teacher ..............................13
by Dorothy Zemach

OUT OF THE BOX
Adjusting to the Culture of Higher Education in Greece ........................16
by Ourania Katsara

The Culturally Responsive Mathematics Classroom ..........................19
by Tim Whiteford

A Festive Occasion: Writing for an Audience .......................................22
by Erin Knoche Laverick

Fluency First for Novice Writers
Lynn Knapp tells a story of personal empowerment brought about by research-based writing instruction that encourages meaningful self-expression.

Looking Back and Moving Forward With Teacher Training ......................19
by Debra O’Neal

PORTAL
Libraries for the English Language Learner ........................................28
by Sherrie Sacharow

How Mainstream Teachers Learn From English Language Learners ..........31
by Yanan Fan

Flash Writing to Develop Students’ Overall Writing Skills ....................34
by Elizabeth J. Lange and Jong-oe Park

Innovative Educational Technology in the Global Classroom .................37
by Deoksoon Kim

Videoconferencing in English Language Classes
Yu-Chih Doris Shih discusses the potential of interactive videoconferencing and describes several projects that she used with ELLs in Taiwan and Japan as well as preservice teachers in the United States.

REFERENCES & RESOURCES
Medically Speaking Rules: Rules for Using Linguistic Elements of Speech (Lynda Katz Wilner and Marjorie Feinstein-Whittaker) .........................40
Reviewed by Nancy Dunham

In the Year of the Boar and Jackie Robinson (Betty Bao Lord, with illustrations by Marc Simont) ..........................42
Reviewed by Mary Amanda Stewart

Business Is Business: A Journey Into the English Speaking Business World (Gaia Ierace and Katherine Jackson) ....................................42
Reviewed by Marina Bondi

ASSOCIATION NEWS ................................43

TESOL and the United Nations
Essential Teacher (ISSN 1545-6501) is published four times a year by Teachers of English to Speakers of Other Languages, Inc. (TESOL).

For submission guidelines, see http://www.tesol.org/et/.

Send correspondence to et@tesol.org or

Essential Teacher, TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314 USA

Essential Teacher is copyrighted to TESOL.
All requests for permission to reprint should be made through Copyright Clearance Center (http://www.copyright.com/).

**Editors**
Eileen N. Whelan Ariza (et@tesol.org) Florida Atlantic University

Compleat Links Editor
Maria Coady (mcoady@coe.ufl.edu) University of Florida

Out of the Box Editor
Linda Gerena (lgerena@york.cuny.edu) York College, City University of New York

Portal Editor
Susanne Lapp (slapp@fau.edu) Florida Atlantic University

References & Resources Editor
Vanessa Caceres (caceresvanessa@yahoo.com) Fairfax County Public Schools

Columnists
Richard Firsten
Miami-Dade County Public Schools

Judie Haynes
River Edge Public Schools

Linda New Levine
ESL/EFL Consultant

Ke Xu
Borough of Manhattan Community College, City University of New York

Debbie Zacarian
Center for English Language Education, Hampshire Education Collaborative

Alvino E. Fantini
Matsuyama University

Dorothy Zemach
Materials Writer

Consultant Staff Editor
Sarah J. Duffy

Editorial Administration
Tomiko Chapman
TESOL Central Office

Advertising
Amanda Van Staaldhuinen
TESOL Central Office
703-518-2521
avanstaaldhuinen@tesol.org

Graphic Design
Sans Serif Graphics
Fairfax, VA USA

Printing
United Litho, Inc.
Ashburn, VA USA

Member Services—Please direct all membership queries to TESOL
Membership Department at the address above or to members@tesol.org.

TESOL's mission is to ensure excellence in English language teaching to speakers of other languages.

Names of teachers and students are pseudonyms or are used with permission.

Officers and Board of Directors, 2008–2009

**Officers**
Shelley Diane Wong
President
George Mason University

Sandy Briggs, Past President
Educational Consultant

Mark S. Algren
President-Elect
The University of Kansas

**Directors**
Deena Boraie
The American University in Cairo

Andy Curtis
Chinese University of Hong Kong

Ester de Jong
University of Florida

Marcia Fisk Ong
Independent Consultant

Elizabeth A. Franklin
University of Northern Colorado

Jane Hoelker
Qatar University

Joyce Kling
Copenhagen Business School

Gabriel Díaz Maggioli
The British Schools

Suzanne Panferov
University of Arizona

John Schmidt
Texas International Education Consortium

Jim Stack
San Francisco Unified School District

Yilin Sun
Seattle Central Community College

Gertrude Tinker Sachs
Georgia State University

Charles S. Amorosino, Jr.
Executive Director/CEO
Alexandria, Virginia USA
We in the field of English language teaching understand that English language learners (ELLs) are present at every grade and age level. Teachers may be responsible for teaching academic content through English, or they may focus on the discrete components of English language learning. This issue offers strategies for teaching in myriad global contexts and discusses a number of cultural issues that may create for learners a more holistic experience and enhance the language learning process.

- **Communities of Practice**: Judie Haynes begins a discussion on important reading strategies that teachers of ELLs should use and model in order to enhance students’ comprehension of texts. Linda New Levine offers a moving account of finding an individualized approach to reading instruction. Debbie Zacarian describes how an eighth-grade math teacher structures lessons so thoughtfully that homework assignments are a natural extension of in-class work. Ke Xu presents fascinating research on tolerance of ambiguity in language learning and discusses the implications for ESOL teaching practice. Alvino Fantini underscores the importance of process-oriented teaching to facilitate students’ interactional skills and understanding of the target culture. Dorothy Zemach reflects on being a nonproficient Japanese language instructor and how it brought about valuable understandings of teaching from the nonnative perspective.

- **Out of the Box**: Ourania Katsara discovers the importance of understanding the academic culture as a new EFL teacher in the Greek university system. Tim Whiteford’s illuminating article on math instruction in various countries presents a wealth of tips on becoming a culturally and linguistically responsive teacher of ELLs. Erin Knoche Laverick reflects on the Valentine’s Day activity that she created to help her class understand what it means to write for an audience. Debra O’Neal raises critical questions about the changing roles of ESL and mainstream teachers in ethnically diverse schools and about the need for university systems to respond accordingly.

- **Portal**: Sherrie Sacharow emphasizes the importance of libraries and the role that media resource specialists can play in advancing the literacy skills of nonnative English speakers. Yanan Fan describes how she encourages teacher candidates to probe into sociocultural issues behind specific academic difficulties of ELLs in U.S. schools. Flash writing, an engaging activity presented by Elizabeth Lange and Jong-oe Park, helps ESL learners combat their fears of producing imperfect essays and encourages them to create more fluent and elaborate work. Deoksoon Kim highlights the possibilities of enriching learning with new technology to give ESOL teachers the critical skills they need to help 21st-century ELLs.

- **References & Resources**: Nancy Dunham reviews a resource for self- or teacher-directed studies to help advanced-level ELLs improve their communication in a healthcare setting. Marina Bondi discusses a helpful tool for intermediate- to advanced-level learners of business English. Mary Amanda Stewart explains how a children’s book focused on adjusting to a new culture can be used to connect with ESL students. Meg Morris reflects on the benefits of using a vocabulary-centered text’s exercises with readings, dialogues, discussions, and writing activities.

- **Compleat Links**: Lynn Knapp tells a story of personal empowerment brought about by research-based writing instruction that encourages meaningful self-expression. Yu-Chih Doris Shih discusses the potential of interactive videoconferencing and describes several projects that she used with ELLs in Taiwan and Japan as well as preservice teachers in the United States. Shahid Abrar-ul-Hassan highlights several strategies that may help increase and sustain second language learners’ motivation—one of the key predictors of their success. Richard Firsten explains a few idiosyncrasies of the English language that baffle teachers and learners alike and challenges us with a new Brain Teaser.

I invite you all to attend the 43rd Annual TESOL Convention and Exhibit in scenic Denver, Colorado, March 26–28. This year’s theme is Uncharted Mountains, Forging New Pathways, and the various sessions and events are sure to offer a wealth of valuable information to new as well as experienced participants.

Eileen N. Whelan Ariza et@tesol.org
Upcoming TESOL Education Programs

Learn about all of TESOL’s education programs, including virtual seminars, online courses, and other professional development events at www.tesol.org, under “Education.” Or contact edprograms@tesol.org.

• 2009 Pre- and Postconvention Institutes (PCIs)
  March 24–25, 28, 2009
  Denver, Colorado, USA

PCIs offer in-depth, hands-on professional development at the TESOL convention. For a complete schedule, see www.tesol.org/convention2009/pcl.

• TESOL–New York Times Knowledge Network Webcast: Understanding and Applying the New TESOL Standards for ESL/EFL Teachers of Adults
  April 29, 2009
  10:00am–11:30am (Eastern Standard Time)

  Presenters:  Rob Jenkins, Santa Ana College, Santa Ana, California, USA
  Fernando Fleurquin, University of Maryland, Baltimore County, Baltimore, Maryland, USA

  For more information, contact edprograms@tesol.org

• 2009 TESOL Academy
  June 19–20, 2009
  College of Charleston, Charleston, South Carolina, USA

  Presenters:  Judy O’Loughlin, Language Matters Education Consultants, San Ramon, California, USA
  Socorro Herrera, Kansas State University, Manhattan, Kansas, USA
  Donna Moss, Arlington Education and Employment Program, Arlington, Virginia, USA
  Rob Jenkins, Santa Ana College, Santa Ana, California, USA
  Judy Cheatham, Greensboro College, Greensboro, North Carolina, USA
  Judie Haynes, everythingESL.net, Wyckoff, New Jersey, USA

  For complete information on the Academy’s six 10-hour workshops, go to www.tesol.org/academy.
In 1979, with minimal training and support, I landed in Hong Kong and took up my first English teaching position. After a brief honeymoon, I realized that I didn’t have the skills to help my students meet their goals. Following my return home, I read page after page in Wilga Rivers’ 1968 book *Teaching Foreign-Language Skills*, which would have helped me as a first-year teacher—and the dye of my career was cast. I’ve been dedicated ever since to professional development and professionalizing the profession.

After receiving an MA in EFL from Southern Illinois University, I found a home in the Middle East for 14 years, teaching ESL at the postsecondary level. In 1993 I began teaching at the University of Kansas, where I have remained since. I have had many opportunities to present at conferences and workshops, where I have consistently found among colleagues a deep commitment to professional development. Another watershed year was 1997, when I was elected to serve on TESOL’s Professional Development Committee. It was exhilarating; in my 4 years on that committee, we launched several initiatives, including TESOL’s first online courses, which have now developed into an extensive array of workshops, seminars, and certificate courses. I remember thinking how valuable online courses would have been to me 18 years earlier!

In this coming year, I want to lead TESOL in further professionalizing the profession through advocacy and by enhancing professional development opportunities. It is my hope that every organizational unit of TESOL and every affiliate will actively seek opportunities for advocacy. Some efforts could be as localized as a single program, school, or class seeking additional support, whereas others could be as large as national legislation or international cooperation on major initiatives for the improvement of English language teaching, opportunities for education, or providing for the underserved and marginalized.

TESOL’s mission is to develop and maintain professional expertise in English language teaching and learning for speakers of other languages worldwide. Through the joint efforts of members, leaders, the Board, and Central Office staff, we can advocate for the issues with those who can make an impact. Last summer I participated in the TESOL Advocacy Day, which brought together representatives of U.S.-based affiliates to talk with U.S. legislators in Washington, DC, about issues facing English language learners in the United States. Between that meeting and another I attended with U.S. government officials, I heard many times over how pleased they were to work with TESOL and how important our professional voice is in directing action on pending legislation. I feel certain that governments and nongovernmental organizations worldwide will be just as receptive to our statements and leadership in the field.

One way we can be prepared to respond before the need arises is to develop TESOL position statements on issues of importance to the profession. These are powerful statements about the organization’s stance on various topics (www.tesol.org/positionstatements), and I would like to have at least three position statements for each Board meeting. To ensure that these are issued in a timely manner, I challenge all TESOL organizational entities (singly or jointly) to send me at least one idea for a position statement no later than June 1, 2009. The annual convention is a great venue for discussing professional issues and ideas for position statements, both within and between groups and I hope that members use that opportunity to connect (www.tesol.org/convention2009).

Together we can advocate for our students, ourselves, and our profession. Together, we can make progress toward becoming a more highly professional field and lead the way to a new period of TESOL activism to gain the respect from others that we see in such abundance from our students.

Jean Zukowski/Faust reminded me at every Board meeting she attended that “TESOL is its members.” So we, TESOL, the members, must work to strengthen old relationships and forge new ties to build up our profession. It is my hope that someday novices in the field will find that they have available all of the support they need through TESOL.
I was reading a story with my second-grade ESL class titled *The Doorbell Rang* (Hutchins, 1989). I wanted to teach them the reading comprehension strategy of visualizing what was happening as they read. At the end of the first page, I asked them to make a picture in their minds of the cookies they thought Ma made for the two children to share. Once they had the picture in their minds, I asked them to draw it.

After the students made their drawings, we examined the picture of the 12 chocolate chip cookies that appeared on the next page of the book. One of the students, Yeon Ji, sighed, “I was wrong,” and showed me her picture of 12 sugar cookies with red sprinkles. I explained to the students that the “movie” in their minds could change when they got new information and that a picture is new information. This is an important idea to teach to students from other cultures because they are often product oriented and therefore focus on the “right” response.

When teachers in my school started exploring reader’s workshop and teaching students what good readers do, I immediately saw the application to teaching reading comprehension strategies to English language learners (ELLs). I liked the format of a short minilesson about comprehension strategies, followed by independent or partner practice using books that are on each student’s reading level.

The minilesson is directed to the whole class, but the practice is individualized. Classroom teachers are able to differentiate instruction by holding extra conferences with ELLs. I decided to adapt this instructional model to teach reading in my ESL classroom so that I would use the same language as the classroom teachers. Although the examples I provide here are from early elementary school, these strategies can be adapted for ELLs of any age. (I will discuss additional strategies in the June issue of *Essential Teacher.*)

Visualizing what is happening in the story. Good readers make pictures in their minds as they read. While reading to students, the teacher might ask them to practice this skill by closing their eyes and visualizing what is happening in the story. When I introduce a new strategy, I practice it with students and we chart what we have learned. Using visualization techniques while reading *The Doorbell Rang* helped students understand how the 12 cookies are divided, first by 2 children, then by 4, and then by 6. Eventually, 12 friends are sharing the cookies.

As teachers, we want students to use visualization as a means of understanding the story structure. As the story progressed, I asked students to visualize four children and the cookies that they would have on their plates. Students then made a drawing of their mental picture. If they didn’t draw a plate of three chocolate chip cookies at this point in the story, I could monitor how well they were understanding the meaning of the story. Students should be taught to visualize before, during, and after reading.
Activating background knowledge. Good readers make connections to their background knowledge by activating their schema. Schema is the prior experience that students bring to the text they are reading. In the case of ELLs, the schema that they bring to the classroom may be very different from their classmates’ experiences. It is important that classroom teachers help ELLs relate their schema to the book they are reading. The goal during reader’s workshop is to help students make the following connections: text to self, text to text, and text to world.

A text-to-self connection is an association that readers make between the text that they are reading and something that happened in their own lives. This connection allows ELLs to share their unique schema with classmates. They learn the phrases “I have a text-to-self connection” and “This reminds me of when I . . . .” I use this strategy so that students see how their own experiences help them better understand what the characters in the story feel.

One of my second-grade students, Carolina, came to the United States from Costa Rica in September speaking no English. After 6 months she wrote the following connection to Pa Lia’s First Day (Edwards, 1999) in response to a part in the book when a classmate calls Pa Lia “four eyes”:

I have a text to self connection. my mom had glasses at 2nd grade. everyone call her four eyes and they put round things in their eyes to make fun of her. These make me understand how Pa Lia feels.

Text-to-text connection is a link that students make between the text that they are reading and another story that they have read. It is important to teach students the language of text-to-text connections. When I teach this strategy in my ESL classroom, I prompt the connections by asking, “Does anyone remember another book where children had to share with their friends?”

Text-to-world connections are those links that students make between the text and something that has happened in the world. My students make connections to their lives in Korea, Japan, China, India, and South America. If we read about a hurricane in a fifth-grade ESL class, the students have the language to make the connection between the text that we are reading and extreme weather that has occurred in their native countries. This is a powerful strategy for ELLs because they use their schema to contribute to class discussions. I teach them to use phrases such as “This makes me think about . . . .,” “I remember when . . . .,” or “This is what happened in my country.”

Visualization and making connections are important strategies to teach ELLs when they are learning to read. In the next issue of Essential Teacher, I will talk about other reading comprehension strategies such as asking questions and inferring.

References

Bryan’s Story: Learning to Read
by Linda New Levine

The students I recall most clearly are the ones who challenged and tested me as a teacher. I remember Nino, who would not or could not stay in his seat; Joe, a surly teenager with a deformed arm; and Angela, an anorexic teenager who dropped out of school and never came back. I remember the children who cried, the children who cursed, the ones who challenged and tested me.

Bryan was one of my more memorable students. He was attractive, aggressive, intelligent, verbal, and he couldn’t learn to read.

He entered school in kindergarten with confidence and a bright affect. His oral English language skills progressed rapidly that first year. He was social and charismatic. The other children gravitated to him as he took over leadership roles in play activities.

When I met his parents at the first parent conference, I learned that the family had emigrated from Guatemala, a troubled country at that time. Bryan’s parents spoke no English. They were young, and he was their first child.

Bryan continued to make progress in oral language development during first and second grade. The school was able to offer him a daily 90-minute language arts block, taught by a bilingual ESL teacher, during which all four language skills were taught in an integrated fashion. District testing allowed us to know which students were acquiring literacy skills and which were not. Bryan was lagging far behind the others.

By third grade, Bryan was able to read three-letter words but not much else. I placed him with a small group of third graders who also needed more literacy support. Several children from Guatemala were in this group, and my goal was to enable them to read The Most Beautiful Place in the World (Cameron, 2000), a chapter book that the third-grade teachers had chosen as one of their primary reading selections for the year.
By third grade, Bryan was able to read three-letter words but not much else. I placed him with a small group of third graders who also needed more literacy support.
“For tonight’s homework, I want you to read chapter 7,” Mr. Sabogal, an eighth-grade math teacher, told his class. “We will begin studying data analysis, statistics, and probability, which are great topics to study because they provide great information about the world around us. For example, you’ll be in high school next year and might want to play a sport. There will be try-outs for each team, and not everyone will make it. You might want to know how many people usually try out and actually make it. This data might give you an idea about your chances. As you read the chapter, jot down a list of the words that are confusing so we can discuss them tomorrow.”

Li, an intermediate-level English language learner, carried the heavy math book home and opened it to chapter 7. Eager to complete her math homework so that she could begin her social studies homework, Li took out her notebook to write down the words that she didn’t understand. She found that she was underlining almost every word. Familiar tears began to pool. Each painstaking sentence required her to use her bilingual dictionary. What would have taken a fluent English speaker an hour took Li four times as long.

In Mr. Sabogal’s math class, students were assigned a reading task without much guidance about how to read the text. If we think of homework as a teacher’s intent to extend guided practice opportunities, we might need to rethink what we as teachers ask students to do. According to Hunter (1982), guided practice is the process by which a teacher provides students with the supports that they need to complete a task well. To create a guided at-home experience, we must provide activities and tasks that involve step-by-step instructions that mirror the multiple practice sessions that have occurred in class.

Let’s revisit Mr. Sabogal’s class with a second scenario. At the start of class, he posts this overarching question on the board: “What are statistics used to do?” For the day’s lesson, he writes the following content and language objectives on the board:

We will learn the four processes for forming a statistical analysis:

1. forming a question
2. collecting appropriate data in response to the question
3. analyzing the data
4. presenting findings from the results

Today, we will:

• listen to the ways in which a statistical study is conducted
• with a partner, create a question to study mathematically
• determine the ways in which you will collect the data that you need
• review the four-step process at home
• come up with questions about it to bring to class tomorrow

He then gives students a handout with these objectives printed on the top of the page. Below it is the heading Terms, Words, Idioms, and Phrases That I Need to Know. And below that is a chart in which students are to enter data.

Mr. Sabogal reads aloud his content and language objectives. He tells students that they will be learning about statistics. He then furnishes them with an example. He estimates that 50% of his class consists of girls and 50% of boys. “To test this estimate,” he says, “I first have to form my estimation into a question. I might ask myself: Are there 50% boys and 50% girls in this class?”

He writes this question on the board and then draws two columns. He labels one boy and the other girl. “I will mark the number of boys on one side and the number of girls on the other side.” He tells his students to enter the figures on the handout. He then walks around the classroom to make sure that each student has copied what he has asked them to do. He pauses to speak with students who need support.

Mr. Sabogal then asks students to measure the number of boys and girls in the class by making a tally of each on the chart. Simultaneously, he does the same task and notes his total tallies on the board. There are 14 girls and 16 boys. With the students, he then determines aloud the percentage of each gender in his class. They find that the 50/50 estimate he had made was incorrect. Once this task is complete, Mr. Sabogal begins the next task.

He assigns each student to a partner, paring English language learners with partners he believes will work well with them. He
asks each pair to come up with a question that they would like to study mathematically, offering many examples to help them get started. He instructs each pair to review their question with another pair. He then engages students in determining how they will gather data. He circulates about the room and listens carefully to each pair’s interaction. He completes this sequence by having each pair share their ideas with the whole class and write it on the board.

Mr. Sabogal concludes the day’s lesson by revisiting his content objectives and asks students whether they have covered each of these four steps. Once this is done, he asks students to review two pages from chapter 7 in the textbook.

At home later that day, Li begins her homework assignment by turning to the two pages. Using the handout from Mr. Sabogal and the notes that she took during class, she is able to identify the four steps that are involved in statistics. She feels that she understands the four-step process because Mr. Sabogal provided so many examples in class.

In this second scenario, Mr. Sabogal posted what he wanted students to learn and be able to do. He provided tasks that connected to students’ personal experiences. He used a graphic chart to visualize the content. Most important, his homework assignment was a guided practice extension of the lesson and the handout that he gave students was the guide that they used at home. Mr. Sabogal thought of homework as part of the lesson that didn’t end at the sound of the class bell.

**References**


dzacarian@collaborative.org

---

## Tolerating Ambiguity in English Language Learning

Perhaps nothing frustrates an English language teacher more than to see students get stuck in a conversation or while reading a text. When they don’t understand a word or phrase, right away they stop trying to read or speak. What causes this to happen? Among many contributing factors, an important one is students’ level of tolerance of ambiguity.

Budner (1962) defines ambiguous stimuli as those that are “not adequately structured or categorized by the perceiver due to the lack of sufficient cues” (p. 30). Ambiguity is one of the main characteristics of a second language (L2) learning situation because learners may often find the grammatical, semantic, syntactic, phonological, and cultural cues unfamiliar, unstructured, complex, overwhelming, or contradicting and therefore insufficient for constructing a meaningful interpretation.

Several studies have found that successful language learning necessitates a degree of ambiguity tolerance. In a study of high school students learning French as a foreign language, Naiman, Frohlich, Stern, and Todesco (1978) found that ambiguity-tolerance scores were significantly correlated with scores on a listening comprehension task and an imitation task. Chapelle (1983) also found in her study of ESL students that ambiguity tolerance was positively related with the end-of-semester scores on a multiple-choice grammar test, a dictation test, and parts of a speaking test. El-Koumy (2000) conducted a study with 50 EFL students and found positive correlation between students’ ambiguity tolerance and their performance in reading comprehension. These data suggest that a moderate degree of tolerance for ambiguity results in more successful language learning.

Other studies have found that ambiguity tolerance is closely related to anxiety and risk taking. And certain cultural, historical, contemporary, and sociological factors may impact students’ average ambiguity tolerance. Students from cultures that exhibit high uncertainty avoidance find it harder to accept uncertainty. They feel threatened by ambiguous or unknown situations and need familiarity, predictability, and clear rules to help them feel comfortable in unstructured situations.

In addition, students from individualistic cultures (like the United States) are likely to be more tolerant of ambiguity than those from collectivist cultures (like Asian societies). Those from individualistic cultures are more willing to make judgments and decisions in the face of ambiguity because it gives them opportunities to express their individualism. Similarly, students from large-power-distance cultures may be reluctant to make decisions and experience stress in ambiguous situations. They are used to and accept the fact that decisions are made by their superiors, and they are unwilling to make decisions themselves for fear of breaking the hierarchical order.

All of these findings have significant implications for language learn-
ing and instruction. First, they can help teachers significantly improve students’ ability in listening and reading comprehension. Once students understand the importance of ambiguity tolerance in learning a foreign or second language, they can relax and let go of the words and phrases that they don’t understand initially and move on with their listening and reading until they finish the whole piece. This tactic will give them a more complete view of the piece. Then they can go back to reexamine those words and phrases they skipped and figure out their meaning by placing them in context, thus achieving a correct, complete, and thorough understanding of the text.

Second, teachers can facilitate students’ cross-cultural transition. With an increased awareness and moderate level of ambiguity tolerance, students from one culture will find it easier to adapt to a new cultural environment.

Third, teachers can better prepare students for a new digital era. With the rapid advance of technology, students face a world that could potentially overwhelm them with mostly unstructured information that needs to be sorted, processed, synthesized, and stored in the best possible way so that it can be retrieved whenever necessary. Students need to become accustomed to such unstructured information and learn how to sort and process it.

Finally, these research findings enable teachers to help students understand their self-identify and pay attention to their own personality, learning type, and cultural background, which will enable learners to devise the best strategies for learning the target language.

So how can teachers use classroom instruction to foster students’ ambiguity tolerance? Here are a few tips from El-Koumy (2000):

- Develop a tolerance of insignificant errors made by students with low ambiguity tolerance. Make students with high and low ambiguity tolerance aware of the clues to use for intelligent guessing.
- Discuss fears of ambiguity with low-ambiguity-tolerance students to deliberately draw their attention to the fact that such fears are rootless and serve no purpose.
- Ask students with high, middle, and low ambiguity tolerance to cooperate in writing about ambiguous situations inside and outside of the classroom and in synthesizing and evaluating literary works that depict ambiguous situations.

With an increased awareness of the role and implication of ambiguity tolerance, and appropriate measures taken in classroom instruction, teachers can expect further improvement of students’ listening and reading comprehension in particular, and linguistic competence in general.

References

kexu@aol.com
Teaching English as a Socializing Process

by Alvino E. Fantini

ESOL can be approached in a variety of ways; much depends on the content. For example, if the course objective is to prepare students for the test of English as a foreign language, its objective is quite clear. However, if the objective is to prepare them to communicate with English speakers (especially in English-speaking contexts), then the task involves more than teaching just language. In the latter case it has the potential to also engage learners in a powerful socializing process leading to the development of new, different, and alternative ways of being. Yet educators too often view language primarily as academic subject matter, especially in the context of schools and universities. Unlike other subject areas, however, foreign languages promise more.

No one doubts the socializing effect of language when acquiring one’s first language in childhood. Acquiring one’s native tongue is fundamental for entry into the culture of any community. The same can be true of learning a second language, although this is seldom the case. Treating English primarily as an academic subject seriously curtails its potential to facilitate learner access and entry into the community of English speakers.

If you accept this premise, then teaching processes must receive as much attention as course content. Content is the what and process the how of instruction; both are important. Indeed, properly executed, process activities are the only way to teach students how to communicate effectively and appropriately in English. These activities not only increase learner participation, but also direct attention to the cultural context of language and teach how to behave and interact when speaking English. The result is socialization into different communicative possibilities that are bound to present challenges as well as opportunities.

Unfortunately, many language teachers often overlook process and overplay content. A recent experience provides some examples: Over the past 2 years, I visited numerous English classes in schools and institutions in Japan. What I saw were English classes taught in Japanese, emphasis on grammar, excessive content with little practice, and teachers talking while students listened and wrote. Textbooks determined the material to be covered—usually excessive amounts for the time allotted—and teachers dutifully completed designated units. The result: content covered but not learned and a conspicuous absence of process activities. This description of EFL classes reflects the approach used by Japanese teachers in other subject areas as well, reinforcing socializing trends that result in teacher authority, conformity, memorization, little individual expression, and few opportunities to discuss or question. Although this may well support local cultural norms, EFL differs from other subjects and requires other practices to achieve the goal of developing intercultural communicative competence.

Foreign language instruction must employ classroom processes that reflect the target culture, not the home culture. This means processes that are necessarily discontinuous with home culture practices and that develop abilities for communicating with English speakers. Otherwise, attempts such as a recent Japanese Ministry of Education decision to begin English instruction earlier will not improve English proficiency if it simply means providing more years of the same. What will improve proficiency is a change in the process of instruction.

This characterization of the Japanese context can be extrapolated and applied to ESOL contexts elsewhere. Developing intercultural competence through English language instruction demands different processes, ones that are function based and task oriented. Process must be afforded attention equal to that of content when establishing course objectives and designing course implementation. How content is processed impacts how students practice and master content and teaches them how to behave and interact when speaking English, but only if the processes reflect the target culture rather than the home culture. These processes differ from norms prescribed within the home culture, which is precisely the point of the lesson.

Examples of content areas and process activities that produce the desired results may help. Let’s revisit

Types of Socialization Processes

**Enculturation:** acquiring one’s native language and culture (i.e., socialization)

**Acculturation:** modifying one’s native language and culture by adapting to another culture (and often giving up one’s own)

**Assimilation:** coming to see oneself as part of a culture other than the one in which one was raised (often under external pressure to conform)

**Bilingualism/biculturalism:** participating appropriately and effectively in two languages and cultures, whether acquiring both simultaneously in childhood or one later in life
the components of a communicative act: linguistic, paralinguistic, extralinguistic, and sociolinguistic. Language courses normally address the linguistic content (grammar, vocabulary, pronunciation, etc.) but ignore the other aspects.

The paralinguistic draws attention to volume, pitch, and affect. In the Japanese context, for example, you might work with learners to increase their volume when speaking rather than lower their voice as a sign of respect. Or you might work with female students to avoid raising pitch, which is a customary sign of femininity in Japanese, and to reveal more expressiveness even though it is contradictory to their Japanese upbringing.

Extralinguistic aspects involve gestures and other behaviors; naturally, these differ radically for Japanese speakers. For example, when using English they must learn to shake hands rather than bow, point their index finger to the chest rather than nose to indicate the self, and use broad gestures rather than ones close to the body (for more on this topic, see Fantini, 1997).

In process areas, activities are needed that encourage students to participate and interact with each other, express opinions directly and frankly, discuss and question, and speak with slight overlap between statements rather than leaving long periods of silence—all of which are quite challenging for Japanese students accustomed to doing otherwise. At the sociolinguistic level, process activities that explore stylistic and interactional variations appropriate to English are necessary, including how to speak to peers, persons in authority, children; in formal and informal situations; to persons you know and to strangers.

Role-plays, simulations, and functions all help learners explore how to adapt their speech and behavior in different social contexts. Failing to do so presents language as a monolith, which it clearly is not (for more on process activities, see Fantini, 1997).

In the end, given the appropriate context, teaching ESOL requires exposing learners to a new socializing process (see Types of Socialization Processes). Just as socialization (i.e., enculturation) occurs in childhood, so it must occur anew as a dimension of later language development to ensure effective and appropriate communication with English speakers. The goal, of course, is not to replace the learners’ native system (as in acculturation or assimilation) but to add to it. Developing alternative ways to expand beyond those of their native culture leads to bilingualism and biculturalism. The result is abilities that help learners communicate effectively, develop intercultural competence, and enhance their participation as global citizens.

References


alvino.fantini@worldlearning.org

FROM A TO Z

My Brief Life as a Nonnative Teacher

by Dorothy Zemach

When I returned to the United States from Japan, it was to teach ESL at a university in Michigan. That was the job for which I was qualified and the one for which I interviewed. However, a few days before the start of the fall semester, I was approached by the chair of the Foreign Languages Department.

“We were wondering if you would agree to teach the Japanese 101 class,” he remarked, not really asking, but seemingly assuming my consent.

“Well, um, the thing is, I don’t actually know much Japanese,” I replied.

“But you were just there.”

“True, but I was there teaching English, and living with my English-speaking family.”

“Look, I have a fully enrolled class, and the professor scheduled to teach it just quit. Can you do at least this much?” he asked as he showed me the textbook.

I had to admit that, yes, I knew as much as was planned for the first semester of Japanese, and possibly even a little bit more. Furthermore, if I didn’t agree to teach the class, it would be canceled, leaving the Foreign Languages Department with Spanish, French, German, Russian, and Latin, but no Asian languages at all. So I said I’d do it.

I had certainly taken foreign language classes taught by nonnative speakers, but they had all been fluent speakers of the target language at the very minimum and had other qualifications such as formal study, previous teaching experience with that language, long overseas residencies, and perhaps marriage to a native speaker. I, on the other hand, hadn’t even studied Japanese formally for more than a semester and had lived only a few years in Japan, largely spent not learning the language.

So it took some nerve to walk into the classroom on the first day. However, I reminded myself—and the surprised students—that what I did have was extensive experience teaching a foreign language as well as access to native speakers (whom I was teaching
in my ESL classes), the textbook, and two dictionaries.

The class went well. In fact, I offered the second semester in addition and continued to teach Japanese throughout my stay at that university. One year I added a 201-202 class for a group of highly motivated students, though we were getting dangerously close to the limit of my own language knowledge. A local Japanese-owned factory in the community called and asked if I’d teach Japanese to the line workers and office staff, and I added a few classes there.

There were certainly challenges to being a nonnative teacher. The most frustrating was finding a suitable textbook. Some of the ones I liked best had extensive explanations in the teacher’s edition that were way above my ability to read and understand, so I went with a book I didn’t like quite as much but had explanations in English.

Students often asked questions I couldn’t immediately answer, but for the most part they seemed content to wait for the answers. I remember one woman who wanted to describe her Halloween costume to her keypal in Japan and came to ask me for vocabulary help. She prefaced her question with, “Actually, Sensei, I’d be really surprised if you knew these words.”

“Yes,” I said, “so would I! But I do know how to look them up.”

“I know,” she smiled, “That’s so cool.”

How gratifying it was to know that finding answers, rather than just having them, could still be “cool.”

I found that I relied far more on outside resources than when I taught ESL. For example, I used other Japanese students for modeling pronunciation and checked with various online lists and groups for grammar and vocabulary help.

I was less familiar with Japanese teaching resources. Some games and activities I used for ESL I could use in Japanese, and I frequently raided my son’s collection of toys from Japan (e.g., hiragana blocks, refrigerator magnets, puzzles), but I never amassed a collection of Japanese teaching materials to equal my ESL collection.

However, in spite of the difficulties, I discovered some surprising advantages to being a nonnative speaker:

• Students appreciated being able to talk about the target language in their own language. I was lucky to be teaching a mostly monolingual class of native English speakers. Every semester I had a few students from other Asian countries such as South Korea or Singapore, but their English was better than my Japanese, and they never complained about discussing grammar points in English. When I had taught overseas, I’d always taken pride in keeping classes “just in English,” yet looking back, I have to admit that part of the reason I did that was because I had to. Had I been fluent in Japanese, I could have offered my Japanese students more efficient help with their English study.

• I had valuable cultural insights to share with my students because I had approached Japan as an outsider.

• I could offer firsthand experience with studying Japanese, and I could share the techniques that had worked for me as a learner.

• I was, in an odd way, a good model. One student told me he had the courage to spend a semester abroad in our town’s sister city after seeing how much Japanese I spoke because, as he said, “If you could do it, I knew I could do it, too.”

I’m certainly not arguing that it is better not to be fluent in the language that you’re teaching. If you’re a nonnative teacher, obviously it is better and easier to know as much as you can of the target language. However, I do believe now that, as long as he or she is a skilled teacher, a nonfluent teacher is better than no teacher at all and that a nonnative teacher even has certain advantages over a native-speaking teacher.

After my experiences at that university, I moved to a different state and taught only ESL classes. However, I confess that I felt a certain nostalgia for the time I spent learning Japanese together with my classes.

zemach@comcast.net
NEW!

Merriam-Webster’s Advanced Learner’s English Dictionary

is designed to help advanced students master spoken and written English with nearly 100,000 words and phrases. More than 160,000 example sentences—the most of any learner’s dictionary—provide in-depth coverage of American English.

TRADE PAPERBACK • ISBN: 978-0-87779-550-6 • 2,032 pp. • $29.95

INCLUDES:

• Free e-book download with purchase
• Access to LearnersDictionary.com and free audio pronunciations.

Available where books are sold.

Merriam-Webster Inc.
800-828-1880 to order
LearnersDictionary.com • Merriam-Webster.com

Visit us at TESOL booth #320
A university is a small community with its own rules and accepted behaviors. When new teachers are appointed to work in this environment, they have to adjust to certain working conditions. In Greek universities, English language courses are offered as part of each department’s curriculum. However, they are not taken as seriously as they should be because of a mentality in the Greek context that foreign language cannot be taught appropriately in state institutions and only private centers offer high-quality language teaching (Katsara, 2007).

Often, even academic staff members of various other departments doubt the efficiency of the delivery of English language instruction and in many cases students are exempted from taking the course if they hold certificates in English. And in many departments, students who attend English courses are not given a numerical grade in the examinations; instead the results indicate whether they passed or failed. In this case, because no grade is given, performance in English does not count in the calculation of the final mark of the degree awarded.

This grading situation causes many problems in the typical English language teacher’s career. Often, the teacher faces difficulties in motivating students to study English, attend classes regularly, or show excitement about succeeding in the class and getting a good mark. This lack of student motivation to learn English as a foreign language is psychologically tiring for the teacher and appears to resemble the attitudes of foreign students who experience adjustment problems in a new host country. Essentially, both situations reflect a type of cultural and linguistic shock.

The Literature on Culture Shock

A British Council (1997) report states that students in a foreign context first experience a honeymoon period during which everything is new and exciting. However, this excitement soon fades away, and confusion and homesickness set in. With luck, these do not last long and confidence appears again. Sadly, though, this confidence often wears thin when things go wrong again.

Brown (2008) investigated the adjustment process of international students in U.K. universities and found that stress was at its height in the beginning due to difficulties in dealing with unfamiliar academic and sociocultural environments. Yet adjustment was unpredictable, and different students adjusted in various ways.

Katsara (2002) investigated Greek students’ experiences in U.K. universities and found that their adjustment to British life and education was clearly stressful. They experienced difficulty in taking a high level of responsibility for their studies and felt like strangers in an inhospitable country.

Morris and Christopoulos (1987) state that culture shock originates when problems arise due to the transition from one culture to another. Sometimes, however, the shock of the transition may be delayed, perhaps by months. But no matter when they occur, the problems tend to result from three main factors: withdrawal of the existing support system of family and friends; inappropriate ways of responding to the new culture; difficulty in learning appropriate ways of behaving in the new culture. Culture does not have a similar effect on everyone, partly because some cultures are more similar than others and individuals vary in their capacity to deal with stress.

Selby and Woods (1966) found three distinct stages in a student’s stay in a foreign country. First, there is an initial decline in morale, which is gradually recovered over the first year of student life. Next comes the spectator stage, during which the student observes but only involves him- or herself very little in university life; the duration of this stage varies from individual to individual, and the decline in morale can reappear if the student gets frustrated by and critical of university life. Finally, a coming-to-terms stage raises the student’s morale, which leads to an increase in association with students who are native to the country.

It is important to note that very often foreign students interact with each other to overcome their negative feelings. For example, they feel as if they are representatives of their home country, which carries with it a sense of obligation, duty, and shared isolation.
My Personal Experience

My first position as an English tutor at the university level began 6 years ago, when I was hired at the University of the Aegean, in Greece. The department offered four obligatory semesters of English, and the grade was counted in the calculation of the final GPA for the degree program. No students had any exemptions from taking the course. As a dedicated English tutor, I took every opportunity to expose students to all facets of English.

In Greece, attendance is not compulsory, and not many students attended my classes. However, with the students who did attend, I shared my own experiences learning English while studying in the United Kingdom during my undergraduate and postgraduate studies. I communicated information about the culture, language, and civilization there. As a result of my experience studying abroad, I was able to relate to my students and discuss with them the difficulties I had experienced during the various stages of learning and the differences I had seen in education systems and social rules.

The first examination period came, and for the first time I had to prepare the examination questions. I thought it over for some time and finally chose to examine students the way I had been examined in the United Kingdom. When it came time to mark the papers, I realized that the students had not fared well because they did not know how to deal with this type of examination. They were used to rote learning to pass language examinations and get certificates in English. Thus, many students failed my test. When I announced the results, there was an uproar and great discontent regarding my marking because they thought that they had done well. They thought that I was unfair and unreasonably strict toward them.

I had to figure out a way to explain why the students had failed. Many of them realized my point of view, but they protested that they were not studying English literature and thus the level of exams should be modified to reflect that. All they wanted was to pass the course. (In Greece, students who fail can retake exams many times until they pass the course.) Thus, for the rest of the year, I was confused and did not know how to handle the situation.

I discussed this problem with colleagues who taught English in other universities, and they understood my confusion. They advised me to change my teaching style because they said that the Greek education system is different and nobody understands or even cares about new ideas in foreign language teaching. They also said that because I was not permanent staff, I had to be conciliatory.

I was disappointed and began thinking of returning to the United Kingdom to look for a job. But I also started looking for a permanent job in Greece, and I applied for an EFL and English for specific purposes (ESP) position at the Agrinio branch of the University of Ioannina. I was hired, and after making the move to Agrinio, my confidence was boosted because I was now part of the permanent teaching staff and could organize my work the way I thought most suitable.

For various reasons, this department had decided to allow students who held certificates in English to get an exemption from taking an English course. I asked to change this policy because I was now in charge of the English courses and wished to form a standard syllabus. After certain discussions in the General Assembly, the academic staff agreed, and I started working overtime to create useful courses that could help students in their education journey and in their postuniversity lives.

After much hard work, I managed to prepare a syllabus for two advanced courses. They are designed to help students think critically and creatively in English. I am proud of the progress I have made so far, and I look forward to continuing my work in the future.
courses. The first semester, I taught an English for academic purposes course to help students develop skills in different writing styles, reading approaches to evaluate arguments, and strategies to discuss key issues in various kinds of articles. The second semester, I taught an ESP course in which students could practice skills they had learned in the first semester and, via numerous communicative activities (group work, oral presentations), specialized terminology associated with the particular department’s knowledge field.

For the next 3 years, everything was under control. Of course, some students still complained about grading and the level of difficulty of the teaching materials. So to be fair, I used various assessments that would evaluate a variety of criteria: group work in class, homework (essays, reports), and a mark for the final exam.

During my fifth year, I was feeling confident that things were going well until I noticed that many students were cheating on their essays. They were using information from books and articles without proper acknowledgment, and many were handing in the exact same essays with the exact same content. I had, of course, talked to them about plagiarism and about reference systems, but obviously some students had ignored these conventions. As a result, I had to give a failing grade to many students. Failing to understand the seriousness of plagiarism, they accused me of being too strict because they said that they had not done it on purpose and I should have given them a second chance.

It was a tough period for me; I started feeling weary and unable to cope with the situation. It was difficult for me to explain multiple times that the students were failing to understand the nature of an essay and that education implies being independent and critical of one’s own learning pace and style.

**Moving Forward**

I decided to relax as an individual. After all my hard work, I felt I deserved respect and came to the conclusion that I would modify my lesson planning. Although I would continue to grade group work in class and oral presentations, I would temporarily abolish giving them homework and introduce it again at a later stage. A sudden change is not always welcomed, but I had to try to teach students the basic principles of essay writing in class, so I transformed my class into a workshop.

This painful experience has made me review the Greek education system. In the Greek context, students are not used to writing essays and might not even care to learn how. The majority of faculty members in universities do not teach essay writing, but the final grade depends only on the outcome of written examinations. I understand that it takes a common effort to change education policies, so now my goal is to become a responsible teacher who tries to do her best within the scope of accepted initiatives when it comes to teaching.

This short period of teaching experience was a valuable tool for me in terms of career growth. To newly appointed English language teachers, I offer the following practical advice in order to survive in the world of Greek state institutions:

1. Give yourself time to adjust to the new environment.
2. Realize that a university community has its own culture regarding teaching and appropriate behaviors.
3. Be patient. It takes time for students to get to know you and form an opinion about your teaching profile.
4. Talk to other colleagues, and exchange views on effective teaching.
5. Write your opinions in *Essential Teacher* and other publications.
6. Separate your personal life from your work life. Establish priorities.
7. Think positive for the future. Individual care on the part of the teachers always gives hope for a gradual change.

Good luck!

**References**


*Ourania Katsara is an EFL/ESP tutor in the Department of Business Administration of Agricultural Products and Foods at the University of Ioannina, in Greece.*
“I just can’t work out how Anna does these subtraction problems,” thinks Mary, an elementary school teacher. “She puts a little 1 here and another little 1 down here, and she gets the right answer every time, even when I give her a four-digit number subtracted from a five-digit number. I’ve never seen anything like it.”

There are few things more perplexing for an elementary school teacher during math class than a student who consistently gets a problem correct using a procedure that is completely incomprehensible.

Mary’s difficulty in trying to understand Anna’s procedures lies in the fact that Anna learned to subtract in Bosnia using the equal addition method of subtraction as opposed to the decomposition method currently used in U.S. classrooms. In the equal addition method, ten 1s are added to the top number and one 10 is added to the bottom number, as in the following:

\[
\begin{align*}
6 & \quad 1 \text{ ten 1s are added to the 4 to make 14} \\
- & \quad 2 \quad 8 \text{ one 10 is added to the two 10s to make 30} \\
\hline
3 & \quad 6
\end{align*}
\]

The problem is solved by saying “8 from 4 you can’t; borrow 1 and pay it back.” The “borrowed” 1 is placed next to the 4 to make 14, and the “paid back” 1 is placed next to the 2 in the 10’s place to make three 10s. This method involves regrouping 64 as 50 + 14 in the above example.

Mary’s dilemma is whether to get Anna to change the way she does her math, a question that should be asked each time a student brings his or her own math into a U.S. classroom.

Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experience, and performance styles of diverse students to make learning more appropriate and effective for them. It means teaching to and through the strengths of these students. Students entering U.S. classrooms from other cultures bring math that can be very different from the math they are expected to learn. They may have learned math using a different number base, certainly will have learned to count using different number names, and may have learned mathematical procedures that are markedly different from those taught in the United States.

They may also have learned math in classrooms that stressed rote learning at the expense of understanding, and they will most certainly have grown up experiencing the importance of numbers other than those that define U.S. culture: 50 (states), 9 (innings in a baseball game), 13 (original colonies), and so on. The number 3, for example, is of great significance in the Bosnian culture (the Muslim, Serbian, and Croatian cultures), and 26 + 6 holds special meaning in Ireland (the 26 counties of the Republic of Ireland and the 6 counties of Northern Ireland—a divided Ireland).

Get to Know Students’ “First” Mathematics

Mathematics is not the same the world over, especially in countries less affected by advances in technology. Some less industrialized cultures, such as those found in the Amazon basin, have no counting system at all and simply rely on the equivalent of three quantitative words for one, two, and many. In some African cultures there is no written form of the counting words (Ascher, 1994), and there are African countries that use counting systems using Base 5, 10, 12, or 20 or a composite of several bases.

Gesture counting using specific hand and finger referents is also extremely important in many African cultures (Zaslavsky, 1993). The use of gesture counting means that traders from different cultures who speak different languages can reach agreement on prices for goods without the need for any form of oral language communication.

In cultures that, like the United States, use the Base 10 system, the words used to identify certain quantities can be much easier to learn than the complexities of counting in English caused by the words eleven and twelve as well as the words for the teen numbers. The May May language of the Somali Bantu people has, like many Asian languages, the simplicity of tum-
the importance of including students’
teaching is a pedagogy that recognizes
ation of meaning and the construction of
uring has a profound effect on the cre-
ferent referents when counting or meas-
the world through the selection of dif-
that culture. The way people quantify
have a strong influence on the nature of
ships are not only a significant compo-
Cultural Math

Get to Know Students’ Mathematical Procedures

One way of thinking about mathe-
atical knowledge is to divide it into
two parts: conceptual knowledge and
procedural knowledge (Hiebert, 1986).
Conceptual knowledge—the knowl-
edge of ideas, concepts, and the rela-
tionships that exist between them—
tends to be universal. Procedural
knowledge—the knowledge of the
symbols and procedures used to com-
 municate ideas and perform computa-
tions—is “man made,” arbitrary, and
subject to a variety of technological,
social, cultural, and environmental
influences that can produce infinite
variations. It is in the area of procedur-
al knowledge where the greatest varia-
tion in mathematics can occur between
different cultures.

Get to Know Students’ Cultural Math

Number and quantitative relation-
ships are not only a significant compo-
nent of a culture but, in many cases,
have a strong influence on the nature of
that culture. The way people quantify
the world through the selection of dif-
ferent referents when counting or meas-
uring has a profound effect on the cre-
ation of meaning and the construction of
cultural identity. Culturally responsive
teaching is a pedagogy that recognizes
the importance of including students’
cultural references in all aspects of
learning (Brown University, 2006).

The abandonment of the change to
the metric system in the United States
probably had more to do with the
preservation of cultural identity than
any practical difficulties that might have
been caused by changing to the metric
system. Everything people do in their
lives is characterized in some way by
the use of numbers, quantities, shapes,
dimensions, and the language associat-
ed with such mathematical phenomena.

Sometimes, people use *naked num-
bers* with no referent attached and yet
still manage to convey precise mean-
ing. *Five-ninety-nine, two-thirty, deep six,
lower forty,* and *hitting three-seventy-five*
all convey meaning within appropriate
contexts, even though no referent is
present. A referent is the “oneness” of a
particular number. In *five-ninety-nine*
the referent for the 5 is dollars and for
the 99, cents. But what about “It used
to cost three and six” or “He was three
for one-twenty-five at the close of
play”? Both are meaningless to anyone
who neither grew up in the United
Kingdom in the days before decimal
currency nor ever experienced the
language associated with such monetary
phenomena. Defined in the sense that it is not
overly identified.

Get to Know How Students Were Taught Math

Several years ago, on a crisp
fall morning in an inner-city
classroom in Vermont, I was
helping a teacher introduce a
group of 20 K–6 Somali Bantu
students to the world of the Base
10 counting number names (*one*
through *twenty*). We used Unifix
cubes to help the students associ-
ate the amounts with the number
names for 1–10.

But first we wanted the students to
get to know the cubes in terms of how
they worked, their colors, and what
they felt like. We told the students they
could play with the cubes for the next
10 minutes and make anything they
wanted. Within 5 minutes all 20 stu-
dents were running around the room
“firing” and “shooting at” each other
with their Unifix “guns.” We brought
the students together and told them
that they were not allowed to play with
“guns” in U.S. classrooms and that they
should make something else. This time,
within 5 minutes every student was
busily talking on a Unifix “cell phone.”

In retrospect, I guess we didn’t give
much thought to what the students
would make with the cubes; we proba-
ably just assumed they would make the
same houses, cars, and shapes that
most American elementary school chil-
dren make when first introduced to this
useful instructional material. The Bantu
students made what were probably the
only sharp, angular objects they had
ever experienced in their lives in the
camps in Somalia.

It is most likely that even if they had
received any formal schooling there,
they would not have experienced
manipulative materials of the type used
to teach math in most U.S. classrooms.
Very few elementary school classrooms in many Eastern European, Asian, and African countries use manipulative materials for teaching math. For the most part, math is taught procedurally, with little time given to the development of students’ understanding of what they are learning. Recitation and memorization are the predominant forms of learning.

**Get to Know Students’ Mathematical Understanding**

Recently, a third-grade teacher at a local school shared her concern about a student newly arrived from the Congo. The teacher thought that the student struggled during math class because she could barely speak any English. I agreed to interview the student to assess her level of math and prescribe some activities that would help her. I enlisted the help of the French-speaking Learning Center coordinator, who translated my questions and the student’s responses. At the conclusion of the 20-minute interview, it was clear that it was not the student’s lack of English that was causing her poor performance in math but her underdeveloped math skills. She couldn’t count past 8 in either English or French.

Using an interpreter to understand a student’s mathematical thinking only works if the interpreter communicates precisely and exactly the meanings conveyed by the student, including the use of any metaphor or teacher patter (Pimm, 1987) the student may have picked up along the way. Math education is full of metaphors such as reducing fractions (1/4 is not smaller than 4/8) and the face of a clock, and teacher patter such as 4 from 3 you can’t probably exists in all languages. Teachers in the United States need to understand the mathematical linguistic register (Halliday, 1975) that students bring with them from other cultures.

When differences between the math students bring with them and the math they are expected to learn in U.S. classrooms present themselves, we as teachers must decide whether it is in the students’ best interest to continue using their “first” math. Above all, however, we must honor, validate, and respect students’ math as we would their first language and culture.

**References**


*Tim Whiteford is an associate professor of education at St. Michael’s College, in Vermont, in the United States.*
The winter of 2007 was bitterly cold, and vast snowfall plagued the region. On February 14, Findlay, Ohio, was struck by a nasty blizzard that shut down the entire town, including government buildings and even the University of Findlay. In retrospect, the blizzard was a blessing because it provided me extra time to brainstorm about how to introduce writing for a specific audience in my ESL composition course. For several semesters, I had been struggling to teach students the importance of writing for an audience. It seemed the concept was just too vague for them to comprehend—until the blizzard hit.

To provide some background, the University of Findlay is a small liberal arts school in Northwest Ohio. The university’s Intensive English Language Program (IELP) serves more than 150 international students each semester. Most students study in the IELP to improve their academic English skills before entering graduate and undergraduate programs at the university, although other students enroll for the opportunity to study English abroad. One of my favorite IELP courses to teach is a low-advanced composition class. At this level, students learn how to read very basic academic texts, give brief informative presentations, and write a variety of paragraphs. The culminating project for the composition class is an informative five-paragraph essay.

Over the past few years, I have struggled to teach students how to write for a specific audience. When I would ask “Who’s your audience?” they would say “students” or, my favorite response, “people.” Considering this lack of audience awareness, I prepped and planned each semester. I taught this concept through several lenses, but nothing seemed to work. Students continued to write for a general audience; they did not address an audience specifically or invoke one through their texts.

But as I sat on my living room floor during the blizzard in 2007, making Valentine’s Day cards for my students, it came to me: I could teach them how to write for a specific audience by having them create Valentine’s Day cards. I quickly made a list of the materials I would need—glue, paper, stickers, scissors, and, of course, Valentine candy—and waited impatiently for the snow to be cleared from the streets.

**Audience Addressed and Invoked**

First language composition pedagogy reinforces that writing for an audience is of the utmost importance. Yet it is a concept that even native speakers of English struggle to master. Ong (2003) asks students to fictionalize their audience and construct a relationship with the person by writing a letter. This activity fit well with my lesson plan and served as a stepping stone in my preparations for class.

I decided to ask each student to visualize the person that he or she wanted to write to and decide how to address the letter, what details to include, and how to conclude the letter. I also wanted students to consider stylistic elements of Valentine’s Day cards (e.g., pictures, captions, color choice) because it would encourage them to brainstorm before crafting their cards.

Ede and Lunsford (1996) also helped me design the card-writing activity. They believe that students write for two different types of audiences: the audience addressed and the audience invoked. “Those who envision audience as addressed emphasize the concrete reality of the writer’s audience; they also share the assumption that knowledge of this audience’s attitudes, beliefs, and expectations is not only possible (via observation and analysis) but essential” (p. 199). An audience invoked stresses the construction of the audience by the writer’s words. Readers are asked to respond to textual cues that help them understand the text. Ultimately, Ede and Lunsford believe that writing for an audience encompasses both the addressed and the invoked; it must balance the writer’s creativity with that of the reader.

Using this research as a stepping stone, I set out to design a pedagogically sound activity. Because the students would write cards for people they knew, it would be easy for them to address an audience. However, I also wanted them to invoke an audience, providing rhetorical cues that would guide the readers through the cards. The visual rhetoric of the cards would therefore be just as important as the...
messages in the cards. This is also where Ong’s (2003) theories about writing for an audience are evident. Students would have to construct the readers’ moods by envisioning their audience, listing their likes and dislikes, and analyzing their relationships with their audience members. This would be an important introductory step in learning to write for an audience because it would encourage students to interact with their readers and focus on their needs.

Writing for an Audience With a Purpose

Classes resumed February 15. Students came to class excited about the blizzard, asking questions about the snow, wondering whether another blizzard would make its way through the area anytime soon. Once they settled down, I wrote two words on the board: audience and purpose. I asked them to provide definitions for each word and to infer how the two concepts are connected. Most students understood the words as separate concepts but struggled to connect them to their writing. I explained that whenever we write, we do so for different purposes and different audiences. And the audience and purpose for writing can change throughout the process.

Then as a class we discussed some concepts to consider when writing for an audience: clear and helpful explanations, appropriate organization of examples, whether to write in a formal or informal tone, and how careful to be with correct spelling and grammar (Leki, 2007). Although I had always tried to cover these concepts in previous semesters, students had never seemed to comprehend them. For this class, I used the discussion to lead into the Valentine’s Day activity so that they could practice writing for a specific audience in an authentic situation.

Once students understood what it meant to write for an audience, I asked them to think about who they could send their cards to; boyfriends, girlfriends, teachers, parents, and friends were of course popular choices. Then I asked students to break into small groups to discuss their purpose for writing, tone, word choice, style, organization, and content of each letter. This small-group activity enabled each student to voice his or her opinions more often than would have been possible if working with the entire class.

Although groups dynamics were not studied or implemented in the language classroom until recently, Dornyei and Murphey (2003) claim that group work in a second language classroom can create a pleasant learning space in which students feel comfortable learning and working with each other. This group brainstorming session in my class allowed students to organize their thoughts before they made their cards and helped establish camaraderie, which I emphasized throughout the semester. After the students listed their ideas in groups, we put their discussion points on the board to ensure that the entire class understood how to write for a specific audience.

I quickly made a list of the materials I would need—glue, paper, stickers, scissors, and, of course, Valentine candy—and waited impatiently for the snow to be cleared from the streets.

Taking Time to Reflect

I then took out the art supplies and candy and asked students to create at least one card that focused on a specific purpose and audience. After they completed their cards, they wrote a short paragraph in which they analyzed their audience, word choice, writing style, and organization of the card. This reflection helped me assess students’ comprehension of writing for an audience.

Reflection is of the utmost importance in teaching composition because it allows an instructor to fully assess student writing. It also allows students to demonstrate what they know and how they learned it. Huot (2002) believes that students need to evaluate their own work and calls for “instructive evaluation,” which requires that we involve the student in all phases of the assessment of her work. We must help her set the rhetorical and linguistic targets that will best suit her purpose in writing and then we have to help her evaluate how well she has met such targets, using this evaluation to help reach additional targets and set new ones. (p. 69)
Instructive evaluation is, therefore, an important agent of process pedagogy. This form of assessment, like the writing process, is recursive, and students are given a voice in how they are evaluated based on the rhetorical and linguistic goals that they set for themselves. Asking students to reflect on their Valentine’s Day cards enabled me to make sure they fully understood the concept of writing for a specific audience. It also allowed them to note any pitfalls in their writing and map out a revision plan.

The End Result
At the end of class, students turned in their cards and self-assessments. Of course, there were many mushy love letters to boyfriends and girlfriends, but some went off the beaten path. For example, one student made a card for her younger sister, who loves Care Bears. The card was shaped like a large Care Bear and had Care Bear stickers on the inside. She wrote a brief note, stating that she missed her sister and would see her soon. In this student’s reflection, she noted that her sister understands limited English, so she decided to keep her message short and simple. She thought the Care Bear theme would appeal to her sister and let her know that she was thinking about her.

Another student made a special card for his grandmother. He decided to write a poem for her because she loves poetry. The outside of the card had many blue flowers, and he stated in his reflection that these were significant because his grandmother always has blue flowers in her kitchen.

Overall, this assignment was beneficial for students and, most important, was fun. They gained a clearer understanding of writing for different audiences that translated into their academic writing assignments for the remainder of the semester. I thank the blizzard of 2007. Without it, I wouldn’t have had the additional time to create this Valentine’s Day festivity.

References

Erin Knoche Laverick is the assistant director of the Intensive English Language Program at the University of Findlay, in Ohio, in the United States.

See also “Fluency First for Novice Writers,” http://www.tesol.org/et/.
That Was Then

Flashback to 1977: I graduated from college with a BS in foreign language secondary education, yet I didn’t feel fluent enough to be a quality teacher—not to mention that I was 20 years old and scared to death of high school kids! I had one of those good news/bad news conversations with the principal of the school where I was student teaching. The bad news: the department chair, my supervising teacher, was very ill and would be out the next semester. The good news: I could be the long-term substitute. I would still be in my last semester of college, taking one last class by correspondence (this was pre–distance education and involved manila envelopes coming to your mailbox).

I was a naïve young student who had agreed to become the naïve young high school teacher. I found myself teaching using the audiolingual method, a reel-to-reel tape recorder, and a book with nothing but pictures of filmstrips. This method was definitely not for me.

This Is Now

Fast forward to 2008: Now one in five children in the United States speaks a language other than English at home. Forty percent of all classroom teachers have at least one English language learner (ELL) in the classroom, and by 2030, 50% of all students will be ELLs (Capps et al., 2005). Times may have changed, but has the approach to teacher preparation changed along with it?

Historically, those who chose to seek ESL certification or licensure were not surprised to teach in a broom closet or receive a rolling cart to use in providing mobile pullout instruction to a small number of ELLs. Many of us (myself included) were labeled “itinerant teachers,” which was a euphemism for “one who drives all across the county to deliver a maximum of instruction in a minimum amount of time to a multitude of diverse learners.”

These days, regardless of itinerant status, we same teachers who are lucky enough to have ESL on our certificates are asked to be social workers, interpreters, translators, advocates, test givers, and interpreters of all things intercultural. Where has all the teaching gone? How are we addressing the various needs of this growing ELL population? How are schools utilizing their well-trained language professionals? Who is actually delivering instruction to ELLs? How are teachers being trained?

ESL teachers have much to offer as trained language professionals. Imagine a world in which the ESL teacher collaborated with the classroom teacher on a daily basis. Imagine a teacher who “pushed in” rather than “pulled out.” Such collaboration might look like this: Principals create an environment where teachers work together to plan, coteach when necessary, and alternate teaching. There could be one ESL teacher for two or three classes at the same grade level. Rather than use the traditional ineffective pullout model, these teachers would become part of the core instruction and add the necessary missing language piece (push in). All students would benefit from the language focus of the ESL teacher’s instruction, perhaps even achieving higher test scores along the way.
The Training Dilemma

I currently teach at the university level training future teachers. I am also lucky enough to deliver professional development for classroom teachers who want to know strategies to use with their ever-changing student population. All of the questions I mentioned earlier swirl in my head every time I walk into a school to deliver professional development. All of the research has shown that bilingual education, sheltered, and content-based instructional models are the keys to academic success for ELLs (e.g., Short & Fitzsimmons, 2006). Yet content area teachers are trained to be content experts, and many trainers forget that these teachers need tools to teach language and content simultaneously.

When providing professional development on content-based instruction, I give teachers a variety of exercises that focus on the language in the content areas. One particular exercise asks participants to brainstorm a list using the morpheme port. The purpose is to show the benefits of using a morphological approach to teaching new words and building vocabulary in all content areas. It becomes a race to see who has the most unique words and the longest list. As we discuss how we could use the exercise with students, it becomes evident to them that the word sport is not a correct use of a morpheme.

Yet as often as I do this exercise, the word always comes up. This confirms Fillmore and Snow’s (2002) contention that teachers who have not had the opportunity to study about language are not comfortable teaching about language.

Trainers teach ESL teachers about language and content, but these teachers often feel pigeonholed as the “ESL lady/guy” and are unable to utilize the wealth of knowledge that they actually have. So what happens next? The ESL “expert” is called in. And you know what that means—the school pays someone from outside to come tell the ESL teachers on the inside what they already know because no one wants to listen to an “insider.” How can we change this model? How can we stop retraining teachers after they have supposedly been trained?

Who Really Is the ESL Teacher?

This is a question that should have a chorus of classroom teachers screaming, “I am! I am!” Times have changed; populations have changed. And so must our way of thinking. For example, the area of special education has taken on an approach called Response to Intervention, a three-tiered approach in which the classroom is the first level of intervention. If this model is transferred to ESL, it would mean that the classroom teacher has to first deliver modified instruction to make content concepts accessible before the student is moved to more aggressive intervention. If this approach is not successful, an in-class tutor is brought in, or better yet, an ESL teacher collaborates with the classroom teacher. If that doesn’t work, the student is pulled out for targeted ESL assistance.

Echevarria, Vogt, and Short (2008) visualize this as a pyramid (see Levels of Intervention), with the largest number of children being served at Tier I. Tier II has a smaller number working with the in-class help. Tier III has the smallest number receiving pullout assistance. Sounds reasonable, but how does the classroom teacher become the content and language expert who is able to deliver the differentiated and modified content and language instruction needed in Tier I?
I know teachers are hungry for information to become better teachers. Quality professional development is wonderful, invigorating, and inspiring and can give average teachers the opportunity to become the best teachers they can be. One fourth-grade language arts teacher in particular created a fantastic lesson using social studies content to teach haikus. The language arts classroom was filled with pictures and word walls of the social studies content, and students were writing wonderful poems. When I mentioned to the principal how excited I was to observe such a great teacher, she looked shell-shocked. Apparently this approach from a professional development session had clicked with and revitalized a near-retirement teacher who had been ready to give up.

Change the Training

But I struggle with teachers’ lack of preparedness for teaching ELLs. It seems that those of us who offer professional development are fixing what teacher educators did wrong during preservice training. So change must begin with training programs.

Currently, ESL is still looked at as an additional area of licensure, with very few states requiring it as part of the core curriculum. Why are teacher training programs not integrating the knowledge and skills that ESL teachers must obtain? After doing some action research in a local school system, I found that all of the teachers felt underprepared for the student population they teach. They varied from recent graduates to more experienced teachers, yet none had received any instruction or preparation for teaching ELLs in their classes prior to beginning their teaching careers (O’Neal, Ringler, & Rodriguez, 2008). The most common thing I heard was, “Everything I know I learned on the job and through required professional development.”

While pondering the possible reasons why the system is how it is, it occurred to me that it may be designed this way for a reason. Is it cynical to say that trainers do this to create opportunities to deliver professional development? Please tell me this is not it! Is it that teacher educators had so little foresight to know that all teachers would eventually become ESL teachers? I pray that we are smarter than that. Is the university system so inflexible that change takes decades? I believe the answer to that question is the answer we seek.

Change is difficult, and territoriality exists across departments in higher education. Yet someone must be the voice of reason and reshape how all teachers are trained. Curriculum revision in teacher education programs must include linguistic knowledge, language acquisition theory, and strategies and methods for working with second language learners.

We can no longer look back and do things the way they have always been done. We must begin to look forward and prepare teachers for the 21st century.

References


Debra O’Neal is an instructor and ESL Specialist in the Department of Curriculum and Instruction at East Carolina University, in the United States.
The United States has long been a destination for wanderers from all over the world. Today’s political climate makes it urgent for newcomers to learn the language and become absorbed into the workplace. Therefore, the initiative to learn English becomes a matter of some urgency.

Current adult and professional language learning modalities do not, as a rule, include library instruction. Libraries have been foreboding fortresses for the very knowledgeable (Garcia-Febo & Bardales, 2007). Immigrants have been shut out by policy and by the existing difficulties in navigating a system designed for the highest intellectual clientele. Even in library systems where there is a stated active policy to honor diversity, Spanish and possibly French are usually the only other languages accommodated.

The number and diversity of the languages spoken is only one issue; another is how being members of an underserved group affects language learners’ ability to become employed and to fend for themselves within the existing system. The rising level of unemployment in the United States results in competition among newly arrived immigrants and motivates them to acquire the language and enhance their marketable skills as soon as possible. Delivery of language instruction is always being examined for the potential to hasten acquisition of language skills, reduce learning time, broaden the professional potential of English language learners (ELLs), and facilitate assimilation into the marketplace and culture.

Unfortunately, libraries and library instruction are not part of the usual mainstream language learning offerings; occasionally, college programs incorporate a one-credit library utilization course for senior-level ELLs (Scheumann, 2008). But adding these necessary library science courses may help college-level ELL students become more adept at handling the complex information contained in English reading material. ELLs are able to capitalize on their English skills and abilities if they possess greater familiarity with the material contained in libraries. With a better understanding of how to navigate the U.S. library system, they can use this knowledge as a basis for scaffolding further learning.

The Link Between the Library and the Classroom

Naidoo (2005) has studied the collaboration between the classroom teacher and the library as essential to providing effective instruction to Latino youth. Sheltered instruction, which combines content and language instruction with instruction of academic content, is a helpful model to consider here. The library media specialist can offer similar instructional strategies to help ELLs understand available resources and venues that the library has to offer and maximize student exposure to content through a variety of media included in library sciences.

Within the K–12 environment, the library media specialist role has filled a gap that historically left the in-school library silent and underused. The library media specialist in many U.S. schools has forged a collaboration between curriculum and the vast array of related materials, including audio, video, broadcast, database, CD, DVD, books, magazines, blogs, and podcasts. This specialist offers teachers a personalized, readily available expert who tailors library materials to support stated curricular goals. Such a valuable addition to schools is absolutely necessary to manage the technological and information explosion that continues to expand on a daily basis.

Teachers in K–12 systems have found themselves overwhelmed by the amount of technological advances and information. Without a doubt, schools with library media specialists perform better on every success scale. Schools that have a strong library infrastructure and media specialists who collaborate with classroom teachers are bound to have students who achieve higher overall test scores. In fact, scores on standardized reading and English tests have been shown to increase in schools that establish effective
Burgin et al. (2003) go on to describe the characteristics of effective and efficiently organized libraries that promote greater academic success:

- staffed more hours during the school week
- open more hours during the school week
- [have] newer books
- spent more money per 100 students on books and other print materials like magazines and newspapers
- spent more money per 100 students on electronic access to information (e.g., online database searching, Internet access)
- more likely to subscribe to online periodical services
- more likely to subscribe to CD ROM services

Supporting ELLs in the Library

ELLs benefit highly when educators are trained to create a learning environment that provides them with access to the greatest amount of and highest quality information. Students may achieve more with meaningful collaborative library–classroom instruction, and this type of interaction can only be accomplished with guidance from highly qualified, empathetic professionals.

Though not new, library science geared toward supporting ELLs is a compelling idea for delivering the most effective English language instruction. However, collaboration between library staff and classroom faculty in the K–12 system does not ensure student success at the college level. In college, students can become lost without guidance, and ELLs need dedicated, trained staff to augment coursework. Library personnel trained in foundations of TESOL can offer much to ELLs by helping them understand the library system, offering workshops on how to use databases for research, teaching the importance of citing references and how to do so properly, and distinguishing the differences between types of citations.

Also, today’s libraries are the perfect venue for ELLs to learn about using common classroom technology, such as creating PowerPoint presentations, using whiteboards, posting online, accessing and interacting in discussion forums, and accessing their grades on college or university sites such as Blackboard. Instruction on how to participate in online courses may also level the playing field for ELLs.

Getting Students Involved

All of these suggestions may sound good, but how does the classroom teacher put them into practice? The following is a description of a model derived from a collaboration between a community college instructor and a librarian. This four-session series may be offered at minimal cost and effort on the part of the school, the library, or both to facilitate a connection for ELLs with the library. Each ELL should be paired with a knowledgeable professional who is able to explain the functions and attributes of the library and show how library materials are relevant to academic success. Once students are able to view their goals as achievable through use of the resources, they may determine which learning strategies fit their individual styles (Gardner & Hatch, 1989).

The initial steps for implementation are finding materials, securing room space, and preparing the sessions. Prior to the sessions, students should be assisted in obtaining library cards. Often students have access to the school library, but not to local public libraries; this model includes training students to access all libraries as appropriate for their age and grade level.

**Session 1**

This first session should include a walking tour of the library. Provide a map with visuals and written instructions. The tour should be preceded by a question-and-answer session during which students are given a handout of frequently asked questions. This step will familiarize the tour guide with students’ needs and allow them to ask questions that are often difficult for them to articulate.

The tour should be a simple walk through the facility, and the guide
Schools that have a strong library infrastructure and media specialists who collaborate with classroom teachers are bound to have students who achieve higher overall test scores.

should use clear, simple English to define each area and its resources. No area of the library should be left unexamined; in other words, regardless of age, students should be shown the periodical section as well as the children’s area. This step is important because these students usually act as their families’ ambassadors to the English-speaking world and this tactic will further family literacy.

Session 2 This session begins with an in-depth explanation of borrowing and lending, after which students search for a specific book based on their own interests. They are then instructed in the process of using the library catalog online. Students discuss their interests with one another and can be encouraged to voice their preferences of topics to investigate, from stories about princes and frogs to architectural digests. With guidance from the media specialist, students search the catalog to find titles of books that interest them. They are then guided to go independently (age and ability permitting) to the area of the library where the book is located to retrieve a copy to borrow.

Session 3 Students are introduced to databases in this session. Many varied types of databases hold numerous publications of research and literary material. Each school or library subscribes to a particular group of databases and offers students targeted instruction on how to search for information. For example, at Florida Atlantic University, the library offers a page called “Pathfinders,” which lists potential subjects that students may want to explore. By clicking on the subject title, students are given a variety of resources that have already been researched by the school librarians.

Session 4 In this session, students receive instruction on plagiarism and the importance of citing references, and they are introduced to types of citation styles, such as MLA and APA.

Session 5 In this last session, students take a quiz and discuss their plans for future use of the library. The quiz should be a simple review of material presented in the sessions, and assessment should be performance based. This way, students can show their knowledge of the library and their ability to research and retrieve the information they need to achieve their goals.

Finally, after students have been through all of the sessions, offering a simple certificate of completion is tangible evidence that codifies their new knowledge. It demonstrates completion of training in library use and allows students to begin gathering artifacts of accomplishment in a new language environment. It substantiates their expertise and encourages them to seek other certifications and diplomas.

Later sessions can be added to expand information as needed or requested by students or as deemed necessary by instructors.

The collaboration of library services with supportive instruction offered to language learners helps these students succeed in their chosen field while familiarizing them with the language and systems in their new environment. But instruction must be clear and direct to be effective. The library has long nurtured literacy, and now it can embrace and support newcomers while promoting their successful entry into the new culture as well.

References

Sherrie Sacharow is a reading/ESL instructor at Broward College, in Florida, in the United States.
Secondary school teachers in the United States are facing a growing number of English language learners (ELLs) in their classrooms, yet they are among “the least prepared of all teachers” (Maxwell-Jolly, Gándara, & Benavídez, 2007, p. 3) to serve the needs of these students from various cultural, linguistic, and educational backgrounds. In particular, mainstream teachers are being urged to incorporate language teaching into their instruction (Balderrama & Diaz-Rico, 2006) and become more sensitive to students’ cultures (Ariza, 2006).

As an instructor of a single subject credential course titled Second Language Development, I work with teacher candidates from various subject areas to examine what develops when a learner practices first and second languages, how it develops, and how teachers support students’ academic English. Because the course takes place concurrently with the candidates’ field requirement—teaching two classes independently for an entire school semester—the candidates are particularly interested in learning effective strategies (e.g., grading ELLs’ work, monitoring their progress) for their next day of teaching.

I truly understand the anxiety that comes with trying to survive fieldwork, so I begin the course by sharing with the teacher candidates classroom stories about real ELLs and fundamental issues upon which practical strategies are built (e.g., how ELLs make sense of teachers’ expectations, how their learning shapes and is shaped by the sociocultural experiences of daily teaching). In this article, I describe how I encourage conversation among teacher candidates when dealing with these topics. In so doing, I hope to offer TESOL professionals a way to share ideas with their secondary school colleagues who work with ELLs in mainstream classrooms.

**Meeting an ELL**

At the beginning of the course, I introduced Thao to the teacher candidates. When 11-year-old Thao arrived in the United States, she did not know much English. She came from central Vietnam to reunite with her parents who had fled earlier as political refugees. She had a difficult transition to her middle school but managed to move up to high school, where she was mainstreamed into regular classrooms. Her urban high school in Michigan served many recent immigrant adolescents from Southeast Asia, Eastern Europe, and Central America. The following vignette describes one of Thao’s major concerns in school—tricky grades from her teachers.

“Look! I got 10, 10! So many 10!” Thao shows me her World Geography worksheets and Science Fiction free-writes excitedly. The former contains dictations of class notes, and the latter brief answers to writing prompts. She is proud to have earned excellent grades early in her first high school semester. However, Thao becomes increasingly upset because the ninth-grade English teacher never gives her a good grade, in spite of the fact that she religiously follows her directions, copies writing samples provided in class, and writes as much as she can to respond to specific writing topics. “[Ninth-grade] English is hard. I know. [But] I tried my best,” Thao says, sounding exhausted and helpless. She is frustrated about why her writings are honored in one class but devalued in another.

Thao’s story served as a compelling starter for discussion among the teacher candidates in my class. They became curious about what happened in her classes and why she was frustrated.

**Examining Coping Strategies**

The first step that the teacher candidates took toward understanding Thao’s situation was to analyze her strategies for coping with various writing assignments across classrooms. After reading about Thao’s experiences in three different classrooms (English, Social Studies, and Science Fiction; Fan, 2008), the candidates argued that she did not have the same sense as the teacher did of the objectives of various writing activities.

Thao shows me her World Geography worksheets and Science Fiction free-writes excitedly. The former contains dictations of class notes, and the latter brief answers to writing prompts. She is proud to have earned excellent grades early in her first high school semester. However, Thao becomes increasingly upset because the ninth-grade English teacher never gives her a good grade, in spite of the fact that she religiously follows her directions, copies writing samples provided in class, and writes as much as she can to respond to specific writing topics. “[Ninth-grade] English is hard. I know. [But] I tried my best,” Thao says, sounding exhausted and helpless. She is frustrated about why her writings are honored in one class but devalued in another.

Thao’s story served as a compelling starter for discussion among the teacher candidates in my class. They became curious about what happened in her classes and why she was frustrated.

**Examining Coping Strategies**

The first step that the teacher candidates took toward understanding Thao’s situation was to analyze her strategies for coping with various writing assignments across classrooms. After reading about Thao’s experiences in three different classrooms (English, Social Studies, and Science Fiction; Fan, 2008), the candidates argued that she did not have the same sense as the teacher did of the objectives of various writing activities.

Her writing assignments in Social Studies and Science Fiction always received full grades based more on on-time submission than on quality of work (e.g., accuracy, clarity). For Thao, the purpose of writing seemed to produce what the teacher wanted,
and unfortunately this was reinforced by the good grades she received for her work. She then tried her “successful” strategies (e.g., imitating or copying writing prompts and samples) in the English class, hoping to win the same recognition.

This initial analysis of Thao’s strategies to complete writing assignments led to a more in-depth discussion of the teaching and learning embedded in her classroom environment. I cautioned the teacher candidates against quickly making negative judgments about Thao because students’ coping strategies may be a response to how student work, such as writing, is set up in the classroom.

For the second step, I asked the teacher candidates to describe the participation structures (Philips, 1972) across Thao’s classrooms. To be exact, they analyzed how classroom interactions were organized, the different messages Thao received regarding academic English, and what she was expected to produce.

The teacher candidates soon found a discrepancy in teachers’ expectations for student writing. In Thao’s Social Studies class, interactions were dominated by lectures and teacher-led activities. Thao and her peers did not have the opportunity to interact with one another or ask questions. Controlled dictation in which students were kept busy transcribing the teacher’s words was the only channel of communication in class. Students received good grades and a (false) sense of achievement as a reward for completing this intensive, mechanical writing.

In Science Fiction, students were exposed to various writing prompts, visuals, and interesting topics such as friendship and traveling into the future. However, the teacher failed to provide sufficient feedback and scaffolding to help Thao clarify her stories, use appropriate expressions, and refine her writing as she worked on sharing her experience and imagination in her limited vocabulary and syntax. As a result, Thao wrote enthusiastically and extensively but received nothing from the teacher besides happy-face stamps on her papers.

In English, however, Thao felt overwhelming pressure because her strategies for receiving recognition and good grades did not seem to work. Throughout the semester, during three one-on-one conferences with the English teacher to discuss drafting her short stories, Thao always nodded and tried to memorize everything the teacher suggested as if it were dictation. When she copied prompts from the teacher in her own writing, Thao thought she was doing the right thing and thus deserved good grades like those she earned in Social Studies and Science Fiction. She was upset about receiving a failing grade in English when she had confidence in her writing skills.

After revisiting scenarios of these classrooms, the teacher candidates became aware that Thao tried to make sense of writing with limited opportunities. She relied (in fact, had to rely) heavily on her teachers’ grading, whose criteria varied in terms of written work and were based on different perspectives of learning and participation. Without sufficient language scaffolding, interaction with peers, and constructive feedback from teachers, Thao was left puzzled about the different rewards and punishments for her work.

Understanding Good Intentions

The focus of our class discussion then turned to Thao’s mainstream teachers, who tried to balance caring for the student with covering academic content. On one hand, the teacher candidates were disappointed about the fact that the teachers simply gave grades instead of offering language scaffolding. It did not help Thao with her literacy development, they argued, when teachers chose to be exceedingly generous in grading out of good intention to

Without sufficient language scaffolding, interaction with peers, and constructive feedback from teachers, Thao was left puzzled about the different rewards and punishments for her work.
Designing lessons, writing plans, and adopting teaching techniques have become more meaningful for these teacher candidates because they are informed by the experiences of real students and teachers.

Revisiting Literacy

Before refining teaching, it is essential that teacher candidates understand literacy. I emphasized that the point was not that dictations, free-writes, and five-paragraph essays are inappropriate writing activities. ELLs like Thao actually need all of these forms of writing practice. Rather, the point was that these writing activities were not organized in a way to allow Thao’s participation. In a sociocultural view, a language learner is an active consumer of language and cultural resources. Learning a language takes place in shared practices in a classroom community. Literacy, then, is a particular tool that is taught through and learned within particular kinds of practices that go beyond the borders of content areas.

Any activity would be reduced to mere classroom procedures if it did not involve students as participants in figuring out how they can use their languages to understand the world and to express themselves as social beings. I encouraged the teacher candidates to think about how they expect students to participate in their own classrooms. This is particularly important for ELLs because, as Thao demonstrates, they are dependent on their participation and their ability to build from one class to the next.

Designing Effective Instruction

After critiquing, comparing, and clarifying information presented in Thao’s story with the teacher candidates, I transitioned into course projects that aim to connect both the candidates’ individual observation and study in their classrooms. With Thao and her teachers in mind, the candidates started to ask questions such as the following: Who are my students? How do they learn English? Who do my lesson plans assume my students are? How do I encourage them to participate more?

During one major project to design sheltered instruction lesson plans and unit plans, the candidates asked: What am I trying to achieve today and why? First, they reflected on the lessons they had written and taught previously, and then they analyzed how the lessons might offer multiple opportunities for participation and how academic English is taught explicitly through content. Using Thao’s point of view, the candidates critiqued the topics and materials, language learning objectives, and participation structure of class and planned activities. They completed this project through teaching the actual lessons, getting feedback from peers, and revising the lessons for improvement.

References


Yanan Fan is an assistant professor in the Department of Secondary Education at San Francisco State University, in the United States.
Researchers are acknowledging the value of free writing in second language learning and bringing attention to the danger of a strictly grammar-based writing strategy, emphasizing the advantages of including some skills from both sides and avoiding a one-sided teaching method (Hagemann, 2003; Smith, 2003). In fact, according to Peyton and Seyoum (1987), free writing is effective not only for second language learners but for native-English-speaking students as well.

In helping ESOL students become competent writers, it is important to find a balance between what we have coined flash (somewhat similar to quick, free, journal, etc.) writing for the purpose of improving fluency and academic (or controlled/textbook) writing for the purpose of improving accuracy. In other words, if you only focus on academic writing, you will find to your great disappointment that students generally produce very little (even if what they produce might be well written), thus failing to achieve the important balance between fluency and accuracy.

Against this backdrop, we have found a technique to get students to overcome writer’s block and generate a great deal of writing that complements their required academic writing work, thus helping them experience joy in writing activities and gain confidence in their writing skills, hopefully obliterating any desire to copy what others have written.

Procedure
Step 1 At the beginning of the semester, introduce students to the idea and purpose of flash writing by explaining the two kinds of writing that are important in developing good writing skills. One is using the textbook to focus on academic writing, which tends to emphasize accuracy in the end product in terms of structure, style, grammar, and so on. The other is flash writing, which focuses on fluency, that is, writing quickly and abundantly whatever flashes into the mind without using a dictionary; worrying about structure, style, grammar, or spelling; or going back to correct anything.

Step 2 Tell students that their assignment is to complete one full-page single-spaced flash writing piece per week. They will write as much as possible (basically, keep the pen on the paper and don’t stop writing) during the 10 minutes allotted in class and finish the rest for homework before the next class, when they will start the next flash writing page. It is important to emphasize that the more they write during this 10 minutes in class, the less they will have to write to fill up the rest of the page at home.

Step 3 Make sure that all students are equipped with lined paper, a ruler, and different-colored pens. Ban the use of pencils to avoid the possibility that students will waste time erasing. Also, make sure that students do not have Wite-out or any similar correction fluid or tape. Tell students to rule a 2.5-centimeter (1-inch) margin each time from the left edge of the paper.

Step 4 Before having students begin the flash writing, explain that they are going to start writing whatever flashes into their mind on a given topic without stopping to organize their thoughts, correct mistakes, and so on. Demonstrate this yourself by writing something in a flash on the board in front of your students (e.g., “Last weekend I went to the zoo with a friend. Oh, it was such a nice day. I forgot to take a...
sweater. My friend liked the monkeys very much. I dropped my ice cream. It got cold in the afternoon.

**Step 5** Give students a title or, preferably, let the class come up with a title for the day’s assignment based on various topics related to their daily life, experiences, dreams, desires, and so on (e.g., my high school days, my university, holidays, hobbies, people I admire, my favorite colors; for more possible topics, see Krajnjan, 2006). For warming-up purposes, let students talk about the topic in pairs or small groups for a few minutes before starting to write.

**Step 6** When 10 minutes of writing is up, let students count the words they have written and write the number in red (or another color) at the end of their writing. Elicit from the class who wrote the most, and show your surprise.

**Step 7** Explain that at the beginning of the next class, students will exchange and read the current week’s completed flash writing with their partners and write comments in another color at the end of their writing. For this reason, caution students that they should avoid writing about things that are too personal.

**Step 8** Tell students that at the end of the semester, you will collect all of their flash writing pages from the entire semester (e.g., if flash writing was done 10 times, the total number of completed pages to be submitted will be 10), which should be accompanied by a cover page.

**Step 9** Explain that the cover page should include a list of the titles of the flash-writing pieces completed during the semester. It should also include a short reflective comment for each piece as well as an overall comment at the end about the flash writing experience as a whole. Ask students to also note the total number of pages attached (e.g., 10 + cover page).

**Step 10** Let students know that, for grading purposes, in contrast to their academic writing, you will not look at grammar, spelling, style, organization, and so on, but will only look at the volume (i.e., how much they have written). Therefore, if the aim is to complete 10 flash writing pages on 10 different topics, and if that is what they hand in along with the cover page at the end of the semester, they will get full points.

**Student Feedback**

The following is feedback that we received about the flash writing experience from several students at the end of the semester:

- In the beginning, I did flash writing at a very slow speed and it was very difficult to finish without a dictionary but I came to be able to express my thoughts in English and I got a lot faster. Now I can write one page in 10 minutes. I like all of my flash writing pages very much. It is very interesting work for me. I want to continue flash writing in the summer vacation.

- I can do flash writing quickly. Before I attended this class, I thought writing English is very difficult and boring. But now I find writing English is much easier than I thought and it is fun. I have enjoyed every lesson and now I can write far more quickly than before.

- As I keep doing flash writing, my listening ability has improved a lot too.

- Filling the rest of the page as homework was the most painful because I was not fast enough in class. However, while continuing on with this struggle, I noticed that I was getting faster and my vocabulary was increasing, and my homework was getting smaller and easier.

- The most memorable thing was exchanging our ideas and my papers. Since I didn’t have confidence in my writing, I hesitated about doing this at first. However, when I saw that my partner expressed her thoughts, I thought I should be more active too. Thanks to this, I could express my ideas without hesitation. Also, reading others’ flash writing, I came to see they had nice experiences and I could understand their thoughts.

- In this term, you taught us how to do flash writing and academic writing. However, I was confused when you told us to write the first one. I wasn’t quite sure what I should write because I had never written one before. Nevertheless, I managed to finish my first writing without thinking of grammar, tense and unfolding the story. But I gradually got accustomed to writing itself and came to think more about how I could make the story more interesting, what proper words and expressions I should use in each sentence, whether I should use a past form and so on. . . . So I could go on writing in each class and the hard work enabled me to write without hesitating.
I learned four important things from writing. Firstly, I must write as I think naturally and quickly. Otherwise, it takes a long time to write something. Secondly, I have to be careful to write clear topics. Thirdly, it is very important to be able to write logically and systematically in terms of introduction, body and conclusion.Fourthly and as the most important thing, writers need special individuality. If there is no individuality, the writing is not interesting and exciting. As everyone has wonderful ability, we should write more creative things and enjoy writing many kinds of things not only in English but in Japanese.

**Observations**

Having done flash writing this way for a number of semesters now, we find that it has a positive, empowering influence on students’ writing ability. It is a great warm-up activity at the beginning of an academic writing class and eases the way into more serious academic writing afterwards. Also, students make friends with each other more smoothly by talking about the topics and by reading and commenting on each other’s writing each week.

While the flash writing was going on, we noticed a hidden sense of quiet competition and motivation among students though their heads are buried most of the time, occasionally looking up and around to observe how hard others are working. Students’ motivation grows as they realize how much they have progressed each week. Even if the activity initially seems to be rather challenging to some slower students, it inevitably becomes easier by the end of the semester for all students to achieve the required number of pages.

As a result of the weekly flash writing routine, we noticed that students also performed much better on the in-class writing test, showing hardly any sign of writer’s block. Therefore, we highly recommend incorporating the flash writing technique in any writing course.

**References**


Elizabeth J. Lange teaches English at Tokai University, in Japan.

Jong-oe Park teaches English at Rikkyo University, in Japan.
Globalization and innovation in educational practice are currently in great demand. ESOL teachers must be inventive, creative, and committed to keeping up with innovations in a rapidly changing world. Teachers should be encouraged to employ instructional technologies in the educational setting—including online discussion, podcasting, and blogging—so that they can keep abreast of best practices in technology.

I infuse instructional technology into my language and literacy TESOL course so that I can provide preservice ESOL teachers with workable solutions and tips for implementing instructional technology in the classroom. This course promotes critical thinking about how to integrate culture in the context of globalization and provides ESOL teachers with various innovative learning modes. Exploring different options to use in the classroom is vital in today’s rapidly changing world because future teachers need to know how to use instructional technologies to teach students who represent generations to come.

**Integrating Instructional Technology into an Assignment**

Seeking to understand how ESOL teachers create meaningful content for future teaching, I explore how teaching content, such as case study portfolios, can be integrated with instructional technology, such as online discussion, podcasts, blogs, and wikis, to enhance learning experiences and provide better curricula. These techniques introduce ESOL teachers to new ideas and encourage them to share experiences and teaching strategies. Later, they implement these techniques with the language learners in their classes. This project presents examples of how teachers and teacher educators can expand their capacity for unlimited knowledge about new places, unspecified time, and unlimited content in support of better curricula for ESOL teachers and language learners alike.

The core assignment I created for my students was the English language learner (ELL) case study portfolio. When creating a technology-integrated assignment, teachers should consider what they want students to learn from it in terms of both the technology and the academic content. And it is important to review the objectives, procedures, and evaluations of assignments. Two types of instructional technology should be integrated: ongoing interactive technologies such as online discussions and static technologies such as podcasting.

In my course, integrating instructional technology into a project consists of several components: studying the ELL case study portfolio, blogging, learning about and creating podcasts, and enriching teaching content through use of a wiki. Throughout the course, online discussions were held via a resource center, which was a successful teaching tool because the preservice ESOL teachers could use it to share their findings, concerns, and analyses with each other.

**The ELL Case Study**

Case study pedagogy engages students and teachers in a dialogue with real-life situations in school settings. Case study portfolios give pre- and in-service ESOL teachers opportunities to analyze ELLs in order to gain experience working with common issues related to these students. The teachers can investigate linguistic and cultural backgrounds, devise relevant educational scenarios, and solve authentic linguistic problems.

Each of the students in my course conducted an ELL case study during the semester and then podcasted and blogged about the study. In doing so, they created an ESOL resource center that was beneficial to other colleagues, teachers, and parents. This part of the assignment consisted of a number of steps: (a) prepare a case study by selecting the ELL participant and reviewing several ELL case studies, (b) collect data from the ELL, (c) analyze multiple data sets, and (d) create a problem scenario specific to the ELL by coming up with reflective and discussion questions based on the case study experience.

**Blogging**

The written portion of the case study became the students’ online journals, which they uploaded to the Web as blogs. Blogs are online com-
Each of the students in my course conducted an ELL case study during the semester and then podcasted and blogged about the study.

Tip for Integrating Technology in the Classroom

1. Take risks with new technology.
2. Be familiar with the technology before introducing it to others.
3. Make sure that instructional technologies carefully fit with course objectives and outcomes, and that the procedures for implementation are clear.
4. Build a positive learning community. This is essential because students’ abilities vary; advanced students can provide assistance to novice students.
5. Research and use various tutorials and helpful Web sites.
ing process throughout the project. One tool that was especially helpful in this regard was Ning, an online platform for creating social networking Web sites, which enables users to develop and maintain communities organized around common interests. The Blackboard discussion forums are another easily created, managed, and accessed discussion tool that the preservice teachers used. Communities may be private or public, and the content can be created and maintained by the instructors. In this project, online discussion provided a window to observe how the preservice teachers constructed knowledge and interacted with others.

**Implications**

This assignment focusing on implementing technology in the classroom proved to be dynamic, effective, and beneficial for everyone involved. The preservice ESOL teachers began to develop better insight into and understanding of ELLs’ needs and educational issues by completing their own ELL case studies and sharing their projects with others via the ESOL resource center. They created various dynamic resources and Web pages with their own students, applying their experiences from the course to their own teaching contexts. They also appreciated the amount of knowledge that they gained from completing the project and acknowledged the benefits for their future teaching.

The preservice teachers’ instructional technology skills varied considerably. Some already knew about podcasting, blogging, and using wikis from other classes, whereas others were completely unfamiliar with these activities. But regardless of prior knowledge, when teachers attempt to build positive learning communities that are focused on implementing instructional technology, they learn to carefully scaffold not only students’ learning but also implementation of technology in the classroom. They soon discover that this type of instruction can enhance the teaching and learning environment in many ways.

While conducting the project, copyright issues and student privacy concerns arose. To address privacy concerns, we used Ning because it allowed us to create invitation-only networks and we used pseudonyms for all of the users to protect their anonymity. In terms of copyright, teachers need to be aware of the copyright of various sound recordings and written materials created by others that students may want to add to their blogs or podcasts.

Technology-enhanced educational innovations start in the classroom and grow into global contexts. As enhanced educational instructional technology continues to develop and teachers continue to learn more about how to use it (see Tips for Integrating Technology in the Classroom), it will enable students and teachers alike to learn and teach what they want, when they want, and where they want.

**Reference**


Deoksoon Kim is an assistant professor in the Secondary Education Department at the University of South Florida College of Education, in the United States.
Medically Speaking Rules: Rules for Using Linguistic Elements of Speech


With the large number of healthcare workers in the United States who are nonnative English speakers, clear communication with patients is paramount. This communication is hindered if those who take care of patients—be they doctors, nurses, or medical assistants—cannot be understood. This is where ESL activities can help these workers break pronunciation and communication barriers.

Medically Speaking Rules is a unique resource to help advanced-level nonnative English speakers improve their communication in a healthcare setting. Written by two speech and language pathologists, the book is divided into 27 sections as well as three audio CDs. Whether used with a teacher or independently, it helps learners practice North American English stress and intonation, pronunciation, language usage, and effective communication in a medical setting.

Each section starts with basic rules regarding pronunciation and usage related to certain areas of spoken English (e.g., syllable stress patterns, proper nouns, compound nouns, -s endings). Learners can then listen to the accompanying CDs to hear the pronunciation of words that are relevant to that section. The majority of the listening and pronunciation practice relates to a medical setting, with sentences such as “She was scheduled for mammography followed by sonography” and “You must wear scrubs, masks, and gloves in the operating room.” Each section contains a few practice exercises along with an answer key so that learners can evaluate themselves. One resource that many learners should find helpful is a two-page “cheat sheet” of pronunciation rules in North American English.

Medically Speaking Rules also has some features not related to pronunciation that will appeal to those working in healthcare. For example, one chapter covers idiomatic expressions (e.g., white as a sheet, hit a nerve) that could potentially confuse nonnative speakers. Another chapter focuses on effective communication in the work setting and includes tips on communicating clearly with patients and family members and during medical dictation, speeches, and case and poster presentations. This chapter is an especially nice addition for those who may have to give public presentations.

Medically Speaking Rules is a handy resource for nonnative speakers who are entering the healthcare field in the United States. I probably would not use it in a large class setting, but I would definitely refer to it if I were tutoring a student or small group that needed healthcare-related pronunciation practice. If I had a larger advanced-level class with one or two students working in healthcare, I might select a couple of exercises as needed to use with them.

If necessary, learners can also use Medically Speaking: Accent Modification for the Medical Profession, a supplemental resource that focuses even more closely on pronunciation, or Medically Speaking Inventory: Assessment of Accented Speech, which provides learners and their teachers with materials to evaluate progress in pronunciation. Both, however, must be purchased separately.

Nancy Dunham is a freelance writer and ESL consultant/tutor in Alexandria, Virginia, in the United States.

Vocabulary Power 3


Even teachers who never thought they would use a vocabulary-centered text may find Vocabulary Power 3 appealing and versatile for enlivening reading, writing, or discussion. Three hundred (10 per chapter) of the more challenging words from the Academic Word List (which includes words that frequently appear in English academic texts) are presented for advanced-level students. Most important, they are presented in context in exercises that include a reading, a dialogue, discussion topics, and writing topics in each chapter.

This book is compelling because its structure encompasses students’ needs while inviting teachers’ choices and creativity. Teachers can present the course using the exercises in different order or emphasizing others. For example, teachers can give more class time to pair or group discussions of suggested questions in one lesson, pair or group practice of dialogues in another lesson, or assign writing on suggested topics followed by sharing with partners or reading aloud. Any of the sections can be done in class or assigned for homework.

The author based the strategies in this book on recent research, which shows that to memorize a word, students need to encounter and use it in context at least seven times. Each chapter has the following 10 sections to stimulate interaction as students write or mark a response:
• Words in Context: Each word is used in two sentences, and students choose one of three definitions provided.
• Words and Definitions: Students match words and definitions.
• Comprehension Check: Students choose the best answer to a question that contains one of the target words.
• Word Families: Students note parts of speech of target words and match or fill in missing words.
• Same Word, Different Meaning: Students choose which of two meanings is appropriate in given sentences.
• Words in Sentences: Students write complete sentences that include the target words.
• Words in Collocations and Expressions: Collocations or expressions and their meanings are given for some of the target words, and students use them to complete a dialogue.
• Words in a Reading: Readings are adapted from current news sources related to students’ interests. Students use target words to complete info gaps.
• Words in Discussion: Each target word is presented in two examples, each of which suggests a discussion, for a total of 20 possible discussions related to students’ lives. Pairs can engage in different discussions, or the class can choose several subjects for whole-class discussion. Here’s an example from the book for the target word circumstance: (1) something I would do under NO circumstances, (2) circumstances under which I would sing in public.
• Words in Writing: Students are directed to choose two of five possible topics that include one or more target words, and then they write a paragraph on each. Topics are about students’ lives and opinions.

Assessment is aided by a two-page quiz after every third chapter. An answer key for all exercises and quizzes is available as a separate booklet. Vocabulary Power 3 is designed to give students who use it solid knowledge of the words presented and valuable, enjoyable practice in reading, writing, and speaking at an advanced level.

Meg Morris teaches English at the Bechtel International Center at Stanford University, in California, in the United States, and gives workshops to teachers about using drama techniques in teaching language.

In the Year of the Boar and Jackie Robinson, 1st ed.


The immigrant adult ESL students I teach have a unique set of experiences with survival, loneliness, fear, loss, triumph, and humor. Using appropriate books from the vast genre of children’s literature about the immigrant experience engages them in a topic with which they have personal experience. When you find effective children’s books about the immigrant experience that can also work well in an adult classroom, as I have done, I think you’ll be pleasantly surprised with the results.

Be prepared to be changed as you enter students’ world with them as your personal tour guides. As they read the stories, they will laugh louder and cry more tears than the nonimmigrant teacher because they have a personal connection to the authors’ experiences. These books create a great forum for discussion because each student wants to share his or her personal experience.

Reading books about the immigrant experience also provides an effective writing connection to guide ESL students to write with voice. Many of my adult ESL students used an idea from a children’s book to tell their own similar immigrant experiences. I received the best writing from them when I used this genre of literature as a springboard for writing.

An effective example of this genre is In the Year of the Boar and Jackie Robinson. Shirley, a young Chinese girl, moves from China to Brooklyn, New York, with her parents to discover the opportunities the United States has to offer. My students related to her many experiences in a new country as only immigrants can. Shirley unknowingly makes up her own words to the Pledge of Allegiance (“I pledge a lesson to the frog”), is mesmerized by the diversity in the United States (“Hair came in all colors in America”), and fears she is becoming less Chinese and more American (“Did she look different now? Now that she was thinking more and more in English? Was her black hair turning blond?”).

My students roared with laughter when Shirley runs to her house during a game of baseball after her teammates shouted “Go home!” They eagerly shared with the class their humorous experiences with language mishaps. At one point in the book, Shirley feels torn between two worlds—she yearns to be with her family in China where she is familiar with the culture, but she also wants to stay in the United States and enjoy all of its freedom and opportunity. In their class writings, my students wrote that they solemnly related to her feelings as they dealt with their own sentiments of being torn between who they had been and who they were becoming.

As the title suggests, In the Year of the Boar and Jackie Robinson takes readers to the intersection of the two worlds of the immigrant and posits the idea that, like Shirley, they can take the best of their two worlds to find their own “double happiness.”

Mary Amanda Stewart is a doctoral student at the University of North Texas and an ESL instructor at Tarrant County College, in the United States.

See also Learner Motivation in Language Teaching http://www.tesol.org/et/.
Business Is Business: A Journey Into the English Speaking Business World


Business Is Business is a valuable addition to business English courses designed to help EFL students develop business communication skills and understand global commerce processes. Specifically, it aims to increase novices’ business active vocabulary; extend their knowledge of economic practices; and develop their reading, listening, speaking, and writing abilities. This book principally addresses Italian learners of English in secondary schools and is interspersed with references to Italian. Nevertheless, its potential to reach a much wider readership should not be underestimated.

The book is coherently and cohesively structured. It includes 11 modules pertaining to business, marketing, and trade-related issues. Every module includes two or three units, each consisting of introductory definitions; authentic texts; case studies; interviews with experts; explanations of grammatical rules; translations of lexical items; and listening, speaking, and revising activities.

The modules are closely intertwined and cover a diversified repertoire of business situations and communicative practices, including the burgeoning use of the Internet, e-mail, fax, and e-commerce. The presentation of these new channels of communication is accompanied by a detailed review of the most traditional business discourse examples, such as company reports, phone calls, commercial correspondence, advertising, sales letters, and phone and written enquiries. Moreover, the authors give an account of order-placing practices, complaint letters, job interviews, résumés, invoices, and enquiries about delivery and packaging. Two additional areas of the wider economic world, banking and insurance, are also covered. While introducing general concepts and lexicogrammatical constructions, each module concentrates concomitantly on the financial and business peculiarities of the United Kingdom and the United States.

The texts proposed by the authors as examples of business activities in everyday life may prove occasionally demanding and are best geared towards students who are at least at an intermediate level. Sections such as those dealing with orders and complaints, for instance, display technicalities and specialised lexis that require some prior knowledge of and competence in commerce-related issues to be fully understood. Nonetheless, I appreciate the authors’ decision to examine contextualised authentic texts that are available on the Web for interested readers to download, the use of lexis in its wider co-text and collocations, and the prominence of different cultures in business activities.

The juxtaposition of business theory, case studies, and exercises can be seen as effective pedagogy. Indeed, the presence of topical texts alongside practical tasks invites students to take an active role in their learning process: They are not simply asked to check their comprehension but to apply their acquired knowledge as well. Overall, Business Is Business is a helpful and comprehensive resource for learners of business English and commercial communication. The broad range of exercises proposed and topics dealt with play a substantial role in learners’ acquisition of the abilities required to communicate correctly, appropriately, and effectively in a number of business contexts.

Marina Bondi is director of the Department of Studies on Language, Text and Translation and coordinator of a PhD program in comparative language and culture studies at the University of Modena and Reggio Emilia, in Italy.
For many years, TESOL has maintained a relationship with the United Nations (UN) through its Department of Public Information (DPI). As a recognized DPI nongovernmental organization (NGO), TESOL distributes news and information from the UN to its members.

The purpose of the UN, which was founded in 1945, is to bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity, and the well-being of all people. It affords the opportunity for countries to balance global interdependence and national interests when addressing international problems.

Understanding the importance of teaching about human rights as an integral part of teaching English (including linguistic rights) and the role of language learning and peace efforts, TESOL first established a relationship with the UN in the late 1980s. Over the years, TESOL has participated with the UN in many ways: attending briefings on a variety of subjects at the UN headquarters, sending a delegation to the annual DPI/NGO conference, and hosting speakers from the UN at its convention and at other events, such as the Peace Forums.

One of the best ways that members can benefit from TESOL's relationship with the UN is through the various educator resources the UN provides, including the following:

- **United Nations Cyberschoolbus**
  (cyberschoolbus.un.org) Created in 1996 as the online education component of the Global Teaching and Learning Project, the mission of the Cyberschoolbus is to promote education about international issues and the UN. The site provides high-quality online and print materials and activities designed for educational use (at primary, intermediate, and secondary levels) and for training teachers.

- **United Nations Information Centres**
  (www.un.org/aroundworld/unics/english/web.htm)
  The network of UN information centers (UNICs), services (UNIS), and offices (UNOs) links the UN headquarters with people around the world. Located in more than 60 countries, these DPI field offices help local communities obtain up-to-date information on the organization and its activities.

- **UNICEF Resources for Students and Teachers**
  (www.unicef.org/siteguide/resources.html)
  The United Nations Children's Fund (UNICEF) provides a variety of resources for educators to use in the classroom. As a UN organization, UNICEF is the only intergovernmental agency devoted exclusively to children, mandated by the world's governments to promote and protect children's rights and their well-being.

- **UN Teachers Kits**
  (www.un.org/geninfo/faq/teacherskit/teacherkit.htm)
  The UN Public Inquiries Unit distributes complimentary kits containing a variety of publications designed to help educators teach about the UN. There are kits available for elementary, middle, and high schools as well as general information kits. These can be ordered directly by contacting the UN Public Inquiries Unit.

In addition to these resources, TESOL maintains a page on its Web site with links to reports and other resources provided by the UN. To access this information, go to www.tesol.org/UNinfo.

---

### Member Directory Enhanced

A new search option has recently been added to the TESOL Member Directory. Members may now search for other members by area of expertise. This option may be used to find someone to use as a speaker, to write an article, to discuss a topic on an e-list, and so on. Members self-select what they view as their own areas of expertise. TESOL does not represent or endorse the accuracy, reliability, or quality of the information provided by members.

To use the Member Directory, log on at www.tesol.org (username is your ID number; password is your last name unless you have changed it), then click on Communities, and scroll to Member Directory. The Area of Expertise category has been added to the Search by Category section.

### Using the Forgot Password? Function

If you forget your password or member ID to log in to TESOL's Web site, use the Forgot Password? option under the log-in area on the left side of the home page. If you have any questions or problems, e-mail info@tesol.org.
A Diversity Committee

Diversity is about change—a shift in thinking, a change in consciousness, openness.

Last year a new standing committee was created in TESOL: the Diversity Committee. The primary reason it was created was to offer a vehicle for more inclusiveness in TESOL and to facilitate organizationally the needs of the former TESOL caucuses. As a standing committee, the Diversity Committee is an advisory group to the TESOL president, and its charge has been described as follows: “focus attention on inclusiveness throughout the association; identify internal and external strategies, concerns, and recommendations to integrate inclusiveness within TESOL; align inclusiveness with TESOL’s strategic plan; monitor and evaluate diversity efforts; and bring any issues or concerns to the Board.”

Diversity means change; it means fomenting multiculturalism, encouraging tolerance, and accepting variation. We want to bring to the leadership of TESOL the voices of underrepresented groups, such as people of color, lesbians, gays, and transgender people. We also want to support some of the international issues that affect our affiliates and increase TESOL’s awareness of more student-focused issues such as immigrant rights and bullying in schools.

We want to find ways to make TESOL as an organization more responsive. We hope you can help by writing to us and talking to us about possible shifts and how they can be made, no matter how small. Ultimately, we want to model diversity more in our classrooms and education policies. As M elva Lowe de Goodin, our committee member from Panama, recently wrote, “as Teachers of English to Speakers of Other Languages throughout the world, we can use our classrooms to create awareness of issues such as gender and race discrimination in various parts of the world, HIV/AIDS epidemic in Africa, and other conditions that affect the health and well-being of significant sectors of the world’s population.”

As a teacher who is dedicated to the promotion of tolerance and understanding of difference through communication in the classroom, I have often heard from students that such dedication has helped them or shifted their consciousness. Students come from many different backgrounds, as do teachers. Listening and being open to changing our thinking is crucial in education.

The Diversity Committee consists of TESOL members from different backgrounds with a great diversity of interests. Because it is a new committee, we are still struggling to understand our roles and establish ourselves in TESOL. We are eager to become better known among the general membership of TESOL so that we may be more effective in suggesting to the Board ideas for strategies to achieve greater diversity in our organization.

The Diversity Committee hopes to hear from you and hopes that you can help our influence in TESOL grow. For more information, go to www.tesol.org/diversity or contact me at sfraneta@yahoo.com.

Sonja Franeta
Chair, TESOL Diversity Committee
TESOL Board Approves 3-Year Strategic Plan

The TESOL Board of Directors approved a new 3-year Strategic Plan (November 1, 2008–October 31, 2011) and a new mission statement at its October 2008 Board Meeting. The plan may be seen on the TESOL Web site under About TESOL/Governance.

Join Interest Sections for Free!

Available as a benefit since June 2007, unlimited selection of Interest Sections (ISs) requires no additional fees. As a member of an IS, you automatically receive all e-newsletters and e-lists. Most important, you determine the level of involvement that you want in each IS, and you may vote in your primary IS.

It’s easy to join an IS! Log on to the TESOL Web site (www.tesol.org). Enter your username (your TESOL ID number) and password (in most cases, your last name). Click on My Communities to make your selections. Lastly, remember to click SAVE once you have identified the ISs that you want to join. Take advantage of this opportunity now to connect with colleagues who share your professional interests!

Forums

Forums are independent, informal groups. They may be organized to conduct specific, defined activities at each TESOL annual convention, or they may form on their own without any activities associated with TESOL. Forums share common social, cultural, or demographic identities; they are differentiated from Interest Sections, which share specific professional interests. Forum applications are available on TESOL’s Web site under the Convention section. Applications are due May 1, 2009.

Results of the Elections for the 2009–2010 Board of Directors and Nominating Committee

President-Elect, 2009–2010
Brock Brady

Board of Directors, 2009–2012
Maria Estela Brisk
Maria Makrakis
Anne V. Martin
Dudley W. Reynolds

Nominating Committee Members, 2009–2010
Dwight Atkinson
Miriam Burt
Fernando Fleurquin
Margo Gottlieb
Karen L. Newman
Suchada Nimmannit
Tom Scovel
Pindie Stephen

Online Courses & Seminars

Learn about online professional development opportunities through TESOL, including the Principles and Practices of Online Teaching Certificate Program and TESOL virtual seminars. TESOL virtual seminars focus on key issues in ESL and EFL. Bring together colleagues at your school or organization for a live webcast (or, when it fits your schedule, use the virtual seminar’s playback feature). Virtual seminar participants can also take part in online discussion. For more information, e-mail edprograms@tesol.org.

2009 TESOL Academy

The 2009 TESOL Academy will be at College of Charleston, in Charleston, South Carolina, June 19–20, 2009. The academy features six 10-hour workshops. For more information, contact edprograms@tesol.org.
TESOL Board Approves Position Statement on ESOL Credit

At its October 2008 meeting, the TESOL Board of Directors approved a new Position Statement on Academic and Degree-Granting Credit for ESOL Courses. A revised version of a previous position, this position statement advocates that institutions of secondary and tertiary education develop policies to identify those ESOL courses that will be credit-bearing upon successful completion and/or satisfy academic requirements for graduation purposes and that these institutions grant such courses appropriate credit hours.

TESOL Sends Recommendations to the U.S. Presidential Transition Team

As U.S. President-Elect Barack Obama prepared to assume the presidency, TESOL submitted its recommendations in December to his transition team about the English language teaching priorities that the new administration should address. The letter can be viewed on TESOL’s Web site.

TESOL Responds to Restructuring of U.S. Office of English Language Acquisition

In June 2008, the U.S. Department of Education announced that it was restructuring the administration of the Title III grants under No Child Left Behind so that it would be combined with the Title I office, effective fall 2008. (It previously was administered in the Office of English Language Acquisition.) In response, TESOL cosigned a letter with other leading education groups expressing its objections to this restructuring. TESOL also issued a joint statement with the National Association of State Title I Directors on the issues of concern regarding this reorganization. Both documents are available for download on TESOL’s Web site.

TESOL Contributes Books to Schools on Three Continents

TESOL recently donated a surplus inventory of books to two nonprofit organizations: the Asia Foundation (www.asiafoundation.org), as part of its Books for Asia program, and the International Book Bank (IBB; www.internationalbookbank.org). The two organizations distribute books to various institutions in Africa, Asia, and Central America.

Established in 1954, Books for Asia puts nearly one million new books and resources into the hands of students, teachers, and librarians in 17 Asian countries each year. Founded in 1987, the IBB works with not-for-profit educational organizations and charities in countries outside the United States to meet their needs for books. During its 2006–2007 fiscal year, the IBB shipped 1.6 million books, valued at US$53 million, to children and students on four continents. Nearly 75% of the IBB’s donated books are distributed to organizations, schools, and universities in Africa.

Conduct TESOL Business Online

You can join or renew your membership, subscribe to TESOL serial publications, and purchase TESOL publications online. TESOL members get an average discount of 25% on publications.

Main ..............................................................info@tesol.org
Advocacy ..........................................................advocacy@tesol.org
Convention Services ........................................conventions@tesol.org
Exhibits ..........................................................exhibits@tesol.org
Education Programs ...........................................edprograms@tesol.org
Member Services .............................................members@tesol.org
Affiliates ........................................................affiliates@tesol.org
Awards ..........................................................awards@tesol.org
Career Services .............................................careers@tesol.org
Interest Sections ..............................................interestsections@tesol.org
President (Board of Directors) ......................president@tesol.org
Publications ..................................................publications@tesol.org
Advertising ..................................................advertise@tesol.org
Ordering ..................................................tesolpubs@brightkey.net
Permissions ................................................Permissions@tesol.org
Essential Teacher ...........................................et@tesol.org
TESOL Quarterly .............................................tq@tesol.org
Spotlight on TESOL Communities

CALL-IS: Celebrating 25 Years of Computer-Assisted Language Learning

The Computer-Assisted Language Learning Interest Section (CALL-IS) celebrates a quarter century of promoting and disseminating information about research, development, and relevant issues in the area of computer- and technology-based language learning to ESOL educators worldwide.

What began in the early 1980s as a community of computer-assisted instruction enthusiasts within TESOL evolved first into a symposium of 40. Then, through the persistent and dedicated efforts of CALL’s first leaders and strong support that computer-assisted instruction represented a substantive issue in TESOL, it developed into the CALL-IS. The group’s first chair was Vance Stevens and first associate chair was Roger Kenner.

The Electronic Village (EV) and the Electronic Village Online (EVO) provide venues for exploring computer-based and other technology resources for language teaching and learning in the face-to-face classroom and online. The EVO is a professional development project and virtual extension of the TESOL convention, offering free collaborative online discussion sessions and hands-on virtual workshops of professional and scholarly benefit. This year’s online courses include “Becoming a Webhead,” “Tips and Tricks for Online Teachers 2009,” “Internet for Beginners,” and “Enhancing Lessons With Web 2.0.” To find out more and read session descriptions, go to www.tesol.org/convention2009 and click on the Electronic Village box.

The EV provides a venue for discovering, collaborating, and meeting with CALL experts during the TESOL convention. Special events and presentations by ESOL practitioners are offered throughout the convention and include Ask the CALL Experts (talk to experienced practitioners who are available to answer questions and share expertise), the EV Fair (teachers and developers share their use of computer-based and technology applications), EV Mini Workshops (hands-on practice with particular applications or Internet resources), and many others. More information can be found at www.call-is.org/moodle.

Our most special event this year is a celebration of 25 years of CALL with a colloquium titled “Celebrating 25 Years of CALL: Forging New Pathways.” The founding members of the CALL-IS, former CALL-IS chairs, and CALL experts will enlighten and entertain us with reflections on historical and current developments in theory, research, and practice, highlighting major achievements and intriguing future directions. Join us after the colloquium for a reception in the Technology Showcase room adjacent to the EV, and network with the people whose names are synonymous with CALL.

The CALL-IS welcomes all members to become involved in the dynamic and exciting world of computers, technology, and language learning. Many volunteers assist in the EV at the TESOL convention each year, monitoring events, greeting attendees, and providing technology mentoring and support. To become involved, join the CALL-IS e-list, volunteer, or serve on the steering committee.

We invite all ESOL practitioners to join us and hope you will become part of our group of supportive, enthusiastic, professional, and collegial CALL aficionados. We look forward to seeing you at TESOL 2009 in Denver, Colorado, as we celebrate 25 years of CALL and more.

Sandy Wagner
CALL-IS Chair
THANKS TO OUR 2009 SPONSORS

GOLD
AMIDEAST
Franklin Electronic Publishers
Heinle, a part of Cengage Learning

SILVER
The New York Times
Knowledge Network
ETS
Trinity College London

BRONZE
Pearson Longman ESL
Rose Foundation
Cambridge University Press
USA Today

100% ONLINE Master of Education

Cal U’s 100% online Advanced Studies in Teacher Education is tailored to meet the needs of certified teachers interested in gaining additional certification in:

• National Board Teacher Certification Preparation (Track 1)
• Early Childhood Education (Track 2)
• English as a Second Language (Track 3)

Benefits of the 100% online Master of Education in Elementary Education:

- Meets NAEYC, TESOL, and National Board for Professional Teaching Standards principles
- Flexible-Asynchronous learning
- Competitive tuition
- No residency requirement
- Dedicated, world-class faculty
Helping English Language Learners Succeed in Pre-K-Elementary Schools
Jan Lacina, Linda New Levine, and Patience Sowa

In this volume of the Collaborative Partnerships Between ESL and Classroom Teachers Series, the authors give emphasis to collaborative partnerships for elementary school students. This book shares the experiences of exemplary ESL and mainstream classroom teachers who regularly collaborate for the educational achievement of English language learners.

Member: US$19.95 Nonmember: US$25.95

More Than a Native Speaker An Introduction to Teaching English Abroad, Revised Edition
Don Snow

This book offers a nontechnical introduction to English teaching for native-English-speaking teachers working outside their home countries. New to the revised edition are an expanded discussion of student-directed learning, workbook activities, and a full array of culture-based discussion topics.

Member: US$27.95 Nonmember: US$36.95

PreK-12 English Language Proficiency Standards

Augmentation of the World-Class Instructional Design and Assessment (WIDA) Consortium English Language Proficiency Standards

Standards Team: Margo Gottlieb, Lynore Cimino-Cuccio, Gisela Ernst-Staff, and Anne Katz

This volume connects language to the specific content areas of English language arts, mathematics, science, and social studies. Teachers and administrators will find a resource in the extensive matrices that elucidate sample performance indicators for grade level clusters: PreK-2, 1-3, 4-6, 7-8, and 9-12.

Member: US$18.50 Nonmember: US$28.00

ESOL Tests and Testing
Stephen Stoyoff and Carol A. Chapelle, Editors

Twenty-one reviewers of ESOL tests consider test purpose, methods, and justification for their use in particular situations. The book’s sequence approximates how teachers and administrators might select and evaluate a standardized test. It also includes an annotated bibliography of books on assessment written for practitioners.

Order No. 166, 204 pp., ISBN 1-931185-16-6
Member: US$21.95 Nonmember: US$29.95

New Ways in Teaching Reading
Richard P. Day, Editor

This book is a collection of activities, exercises, and suggestions contributed by teachers who have used them in their teaching of reading in ESL and EFL classrooms around the world. It is a resource book for ESL and EFL reading teachers by ESL and EFL reading teachers.

Order No.: 455, 300 pp., ISBN 0-99791-45-5
Member: US$21.25 Nonmember: US$26.95

Ways to Order:
Online: www.tesol.org/bookstore, Email: tesoipubs@brightkey.net
Toll-free phone: 1-888-891-0041 (in United States),
Local phone: +1-240-646-7037 Fax: +1-301-206-9789
Mail: TESOL, PO Box 79283, Baltimore, MD 21279-0283

Order online at www.tesol.org/bookstore
New Standards Titles From TESOL!

PreK–12 English Language Proficiency Standards

Augmentation of the World-Class Instructional Design and Assessment (WIDA) Consortium English Language Proficiency Standards

Standards Team: Margo Gottlieb, Lynora Carnuccio, Gisela Einst-Slavit, and Anne Katz

This volume connects language to the specific content areas of English language arts, mathematics, science, and social studies. Teachers and administrators will find a resource in the extensive matrices that elucidate sample performance indicators for grade level clusters: PreK-2, 1-3, 4-6, 7-8, and 9-12.

Order No. 318, 174 pp.
ISBN 978-1931185-31-8
Member US$18.50
Nonmember US$28.00

Paper to Practice: Using the TESOL English Language Proficiency Standards in PreK–12 Classrooms

As a companion to TESOL’s 2006 PreK–12 English Language Proficiency Standards, this volume elaborates on the components of the standards and encourages collaboration among educators in developing meaningful curricula and practices for English language learners. In each chapter, Guiding Questions stimulate discussion, Vignettes contextualize the content in a variety of settings, Tasks spark new ideas, and Reflect and Respond sections encourage application of the key themes. The format is ideal for use in personal study as well as pre-service or in-service workshops.

Order No. 554, 248 pp.
ISBN 9781931185554
Member US$29.95
Nonmember US$39.95

Set: PreK–12 English Language Proficiency Standards and Paper to Practice: Using the TESOL English Language Proficiency Standards in PreK–12 Classrooms. Member US$40.00, Nonmember US$55.00.

Standards for ESL/EFL Teachers of Adults

Each of the eight standards is introduced with a brief description followed by theoretical justification, numbered performance indicators, vignettes of real-life settings using the performance indicators, and a forum for further thought and discussion. The standards can be applied to most settings with adult English as a second language or foreign language learners and can be used for teacher-training and professional development programs.

Order No. 509, 187 pp.
ISBN: 97819331185509
Member US$29.95
Nonmember US$39.95