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CATESOL NEWS

World Languages: ELD Credential in Secondary Ed Marks New Era

By Janet Eyring

California is about to experience a paradigm shift in the way education of English learners (ELs) occurs at the secondary level. It has been a long time coming! For decades untrained or inappropriately trained teachers have been in charge of the education of these students, who, in large proportion, have not been achieving at the expected levels in school subjects and have dropped out of school in large numbers (Olsen, 2010).

CATESOL has been on the forefront of advocating for these learners in the form of investigating ways of getting better-trained teachers into the schools. In 2001 Natalie Kuhlman (San Diego State University) and I (CSU, Fullerton) were asked by CATESOL to brainstorm ways to provide a more efficient route for TESOL majors to be routed into public school teaching. The resulting report pointed to the insufficient training of many instructors teach-

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SAN DIEGO CELEBRATES A CHAPTER OF ITS OWN:

Members of the brand-new San Diego Chapter celebrate the holidays with the chapter's first social. Read about the social, how the chapter came to be, and more chapter news on pages 18-21.

Introducing Oakland 2012's Plenary Speakers

By Shannon Woodworth

CATESOL 2012 Publicity Coordinator

It's January and the plans for CATESOL 2012 have taken root! The conference is growing into an exciting professional development and networking opportunity for ESOL professionals throughout the state. One of the highlights of the annual conference is the chance to hear distinguished

members of the TESOL community speak at the three plenary sessions throughout the conference.

This year's speakers will share their research and ideas on language development with conference-goers on Thursday evening, Friday afternoon, and Saturday morning. We are honored to have such nationally and internationally recognized

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Breaking News: Cadiero-Kaplan to Head State EL Efforts

State Schools Chief Tom Torlakson has announced that CATESOL's Karen Cadiero-Kaplan will lead CDE efforts to help school districts across the state teach English learners effectively. See story on page 17.

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In Memory of Milo Van Beek, 1946-2011

By Susan Stern

Milo Van Beek, who died in August 2011, enjoyed a distinguished English as a Second Language teaching career that spanned nearly four decades in Southern California. The following memorial is offered to acknowl-



edge and honor his accomplishments as an instructor and mentor to students, and as a beloved and respected colleague, at Santa Ana College, Irvine Valley College, and Coastline Community College.

Milo Van Beek was born in North Dakota and lived there through high school, during which time he distinguished himself as a record-setting track

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PRESIDENT'S MESSAGE

Your CATESOL Board of Directors as well as large numbers of our members have all been busy this fall.



CATESOL chapters have hosted six one- and two-day events in California and Nevada. In November, CATESOL approved a petition to begin a new chapter in San Diego. The chapter began with 25 signatures and a request to form the new group. Since then the group has met and added another 40 members to its roster. This photo to the right is from the first meeting. The elected coordinator for 2011-2012 is Erika Rose. Erika moved to San Diego recently, is working at Grossmont College, and wanted to have a CATESOL chapter to connect with as she had had up in Sacramento with the



Erika Rose

Capital Area chapter. She was instrumental in getting this chapter formed.

CATESOL Regional Conferences had increased attendance over last year and hosted enriching sessions in San Diego at the Department of Education offices, at Cypress College in the Los Angeles area, and at the University of California, Davis. Networking with colleagues at these events helps you to keep abreast of what's happening at your level or in your area of interest.

CATESOL responded to the California state task force on student success recommendations in October. The draft of these recommendations has been since revised and is still open for comment until the Board of Governors meets to pass the drafted document into final form in early January. Thank you for all your input through the Community College and Adult Level Listservs.

CATESOL is also involved with the new ELD Secondary Credential. Members have given input to the state committee working on these standards, which will change the courses secondary teachers take for their teaching credentials in the near future. Please look for more information on pages 1 and 16 in the *CATESOL News* and our monthly e-newsletter about this from



CATESOL San Diego Chapter formation meeting in early November

Dr. Jan Eyring of CSU, Fullerton.

We also have a new board member. Sheila Martinelli was appointed as the Assistant Elementary Level Chair to fill in a vacancy. Sheila is a member and works as the ELD coordinator in the Colton Joint Unified School District. CATESOL would be pleased to hear from any members who would like to run for our Board of Directors. Feel free to email me at president@catesol.org for information.

The TESOL Academy will be hosted by California State University, Fullerton next July. Look for more information as 2012 rolls around.

I am looking forward to 2012 and a new year of connecting and networking with colleagues. Remember that it is not too late to get your end-of-the-year donation in to the CATESOL Education Foundation and its Angel Fund. See you in Oakland!

Margaret Teske

CATESOL NEWS

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EDITOR'S NOTE

I hope you enjoy this issue of the *CATESOL News*, which is packed, as usual, with news of events, past and forthcoming, along with the work of the Education Foundation and stories from and lessons for the classroom. Included in the Lessons section is a new column called Inner News by CATESOL member Lynn Francis. It's dedicated to the inner life of the teacher, as opposed to the outward things teachers



work on in workshops, seminars, and so on. Please do keep sending in your best lessons to share with your fellow members. If you have artwork to go with your lessons and articles, all the better. As you can see on page 5, with Richard Weinroth's coverage of the San Diego Regional, we have room to run good artwork, especially now we've gone green. The ideal length for articles is about 800 words. Shorter is fine too. The deadline for the Spring issue is March 1, 2012. It will be available online March 21.

Karen Bleske



Keynote speaker Marian Thacher of OTAN addresses the crowd at the San Diego Regional. See many more conference photos on page 5.

San Diego Conference Focuses Attention on 21st-Century Skills

By Jim Brice

SD Regional Conference Publicity Chair

While the October 15 San Diego Regional CATESOL conference was only a regional conference, we in San Diego were treated to a star-studded cast, assembled by Conference Co-Chairs Gretchen Bitterlin and Donna Price. Almost 350 people were welcomed with insightful remarks by the Harvard-trained president of San Diego Continuing Education, Dr. Anthony Beebe. Despite his lofty pedigree, Dr. Beebe humbly kept to his traditional 3 Bs: “Be Brilliant, Be Brief, and Be Seated,” leaving the bulk of the conference preliminary time to plenary speaker Marian Thacher. Marian is a former ESL teacher who is now the director of OTAN, California’s Outreach and Technical Assistance Network for educators. She was just the person to deliver a compelling lecture and PowerPoint addressing the conference theme, “21st-Century Skills for Teachers and Students.”

Marian’s keynote talk began with some simple questions: “What do language learners need to know in order to survive and thrive in employment, education, and community?” And, “What is the teach-



Dr. Anthony Beebe, president of San Diego Continuing Education

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Nearly 400 Engaged Participants Pack Cypress College in Bridge-Building LA

By Jennifer Perez

LA Regional Conference Publicity Chair

Nearly 400 English as a Second Language enthusiasts jammed the classrooms and hallways of the 2011 LA Regional CATESOL Conference on October 22 at Cypress College, all looking to network, gather best-practice ideas, and engage in student-success discussions. The theme of the day was “Bridges to Success: Pathways and Transitions,” emphasizing the importance of building bridges for students at every level of our educational system: K12, Adult Education, Noncredit, Community College, IEP, and University. Bridges are what we ESOL faculty and staff members build for our students to get them over educational obstacles so that they can continue toward achieving their professional and personal goals.

The “Bridges to Success” theme was the focus for the lively panel discussion that included representatives from each of the ESOL educational providers: Rhona Genzel, director of the American Language Program at California State University, Fullerton; Portia Le Ferla, ESL Program coordinator at Torrance Adult

School; Robin Mackie, classroom teacher and ELD coach at Valadez Middle School Academy in the Placentia-Yorba Linda Unified School District; Debra S. McPherson, credit ESL professor at Cypress College; Valentina Purtell, dean of Instruction and Student Services for the North Orange County Community College District’s (NOCCCD) School of Continuing Education (SCE); and Anna Garza, noncredit matriculation manager for NOCCCD SCE. Led by moderator Jorge Gamboa, ESL manager for the NOCCCD SCE, the panel discussed how each institution approaches instruction, shared the latest trends at their ESOL levels, and addressed challenges and opportunities.

Sarah Lynn, the plenary speaker sponsored by Pearson Longman, shared her 20 years of ESL and EFT instruction, addressing ways to better align ESL classroom practices to today’s realities, connecting our classrooms to the rapidly changing demands of the workplace and higher education. She shared the imperative skills that students need to survive and thrive beyond the ESL classroom: organization skills, personal advocacy, multicultural communica-

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Northern Regional Conference Proves an Overflowing Success

By Ellen Lange and Betsy Gilliland

Conference Co-Chairs

The 2011 CATESOL Northern Regional Conference, “Showcasing Teaching and Research,” held Saturday, November 5, on the UC Davis campus in Wellman Hall, was a success. It was a first for the UC Davis campus, and the conference committee thanks the Capital Area Chapter, the UCD Department of Linguistics, and the University Writing Program for being cohosts and making possible much of what made the conference run smoothly. Approximately 350 attendees, presenters, and publishers enjoyed a full day of presentations, book exhibits, keynote speakers, rap sessions, and panels. Because it was held at UC Davis, we created featured sessions to showcase the work

of campus faculty and students in both teaching and research. Many conference-goers appreciated the fact that they could attend presentations on theory as well as on teaching. A stellar conference committee, composed of CATESOL members from across the region (from the Sierra foothills to the South Bay Area), worked throughout the summer and fall to assemble one of the strongest showings of exhibitors and donations in recent Northern Regional history. With more than 100 participants registering on-site, the only problems we experienced were due to running out of food and programs and overflowing presentation spaces. Thanks to our enthusiastic volunteers, however, we were able to address most concerns, and conference-goers reported overall satisfaction with the day’s events.

REGIONAL CONFERENCES

San Diego Regional

Continued from page 3

er's role?" She noted that while those questions have not really changed through the years for ESL teachers, the ability to integrate technology into the answers certainly has. She demonstrated that as teachers in the Internet age, we are all increasingly capable of thinking globally, via the Internet, and acting locally, in our classrooms. Marian discussed specific ways to teach traditional listening, speaking, reading, and writing in nontraditional ways, using technology. Her comments on "designing and developing digital-age learning experiences and assessments" ran the gamut from using simple technology such as cell phones for texting in English (more of our students have cell phones than computers) to ways we can take full advantage of online resources for students and teachers in innovative and creative ways. For example, teachers can use online clothing catalogs to teach simple vocabulary and computer skills at the same time.

My favorite example from her presentation was the explanation of how our students can have an app on their cell phones that allows them to point the phone at an object, for instance a shoe, and the cell phone screen will show the image of the shoe, show the word "shoe," and pronounce the word "shoe." Talk about your Maxwell Smart Phone Shoe!

Ms. Thacher also touched on concepts such as information fluency, mobile learning, social networking for ESL instruction, and online professional development, among others. If you would like to begin your own online professional development to reap the benefits of her cogent thoughts, inspirational vision, and practical suggestions for implementing 21st-century skills into your own classroom, surf on over to Marian's presentation at <http://webtwopointohinadulthood.wikispaces.com/21CenturySkills>.

Normally, the motivation to spend a perfectly beautiful fall Saturday inside a conference classroom is to sharpen old tools, but now the impetus is both to sharpen the old saw and discover new

tools, especially technological ones. First, I would like to mention one of the presentations that helped sharpen the saw. The standing-room-only presentation "Proven Strategies to Promote Student Writers at Every Level" was a panel presentation led by San Diego Community College Associate Professor Ann McCrory. I hope that we'll have the opportunity to see that one again at CATESOL 2012 in Oakland in mid-April.

Of course, it is impossible to praise all 45 presentations from the conference, but just to mention one that corresponded nicely to the conference theme (and one more I hope you'll see in Oakland), "Student Video: Innovative Projects for Skills Integration" was a group presentation led by former CATESOL Adult Level chair Kristi Reyes from Mira Costa College. The electronic handout is available at <http://mccesstech.wikispaces.com/CATESOL+2011>.

Here are a few final fun factoids about this year's conference: Whereas the San Diego CATESOL usually draws a busload of ESL teachers across the border from Mexico, this year we got several Mexican teachers and a whopping 44 visiting teachers from China. Luckily, Gretchen Bitterlin had spent her free time this summer studying Chinese, so she graciously welcomed them with near-native *Nǐ hǎo*'s and pulled up another four dozen chairs. And, in what we hope is a new leading economic indicator, the conference attracted twice as many exhibitors as compared to last year—kudos to Jan Forstrom for pulling in all those publishers.

Also, thanks to all those unnamed participants who helped make the San Diego Regional a real success. Now take the time to check out Marian Thacher's PowerPoint to get some ideas on how you can help your students gain language and technology skills, and you'll probably learn some transferable life, technology, and job skills for both your students and yourself—remember that in these tough economic times, the person you help find a summer job may be yourself!

Jim Brice, ESL professor for the San Diego Community College District, continues to learn to blog at www.eslwithjim.wordpress.com.

LA Regional

Continued from page 3

tion, problem solving, teamwork, using technology appropriately, and information literacy. She completed her session by illustrating simple practices that foster a classroom culture of student initiative, risk taking, and responsibility.

There was something for everyone in the concurrent workshop sessions, varying from "Best Techniques for Remembering Vocabulary" to "Developing an ESL Theater Class" to "Using Facebook for Teaching" and "Learning to Bridge the Gap: Utilizing Counseling to Support Transitioning" to "How to Motivate Adult English Language Learners" to "Teaching Older Adult Learners." Many sessions featured tips and best-practice ideas that could be used in the classroom immediately, including the workshop that shared "Seven Great Getting-to-Know-You Communicative Activities." One unique and highly engaging workshop was "Speed Interviewing for Fluency and Fun," in which presenters showcased listening

and speaking activities, stemming from the concept of speed dating, used to develop fluency in lower-intermediate to advanced-level students.

The theater and its lobby were packed with participants grabbing best-practice ideas, trend topics, and research nuggets from the wide variety of poster sessions, while others enjoyed looking through the miles of textbooks and instructional materials in the Products Display area.

Co-chairs Jorge Gamboa and Amanda Dago, both from NOCCCD SCE, thank the tremendous conference committee that worked so well together to provide a dynamic conference. Another thank-you goes to the generous exhibitors and sponsors of the conference, as well as the staff and faculty of Cypress College who provided fully equipped classrooms and facilities with all the latest technology.

The 2011 LA Regional CATESOL Conference proved to be outstanding with instant classroom techniques, productive networking, and visionary ideas for EOSL program planning. We look forward to seeing you in 2012!

San Diego Regional Conference, October 15, 2011

A Picture Gallery

All photos by Richard Weinroth



Committee members
Nancy Johansen and
Ola Steenhagen



Presenter Kathren Bouldin and
committee member Cindy Wislofsky



Organizers Donna Price and
Gretchen Bitterlin with Mariano



Neda Orban, future
ESL teacher



Presenters Magdalena Krupa-Kwaitkowski
and Joyce Thompson



Barbara Pongsrikul and
Alma McGee, dean of ESL,
San Diego Continuing Education



Presenter
Rod Hinn



Presenter
Suzanne Woodward



Pat Bennett,
ESL instructor
coordinator at
Grossmont



Committee members Barbara Raifsnider
and Marla Goldfine



Christy Reese represents
the new San Diego chapter



Committee members
Colleen Fitzmaurice and Jane Cranston



Committee members
Corinne Layton and Steve Gwynne



Farzad Pishyar



Presenter Ann Gianola



Publisher's rep Lori Amundson



Visiting scholars from China ...



...and Mexico



Committee member
and reporter
Jim Brice



Plenary Speakers

Continued from page 1

Lera Boroditsky
Thursday, April 12, 7-8:30 p.m.
"How the Languages We
Speak Shape the Ways We
Think"



speakers at this year's annual conference and would like to take this opportunity to introduce them and their respective talks.

Thursday evening will begin with Lera Boroditsky, assistant professor of Psychology at Stanford University and editor in chief of *Frontiers in Cultural Psychology*.

Boroditsky's research centers on how knowledge emerges out of the interactions of mind, world, and language, and the ways that languages and cultures shape human thinking. To this end, Boroditsky's laboratory has collected data around the world, from Indonesia to Chile to Turkey to aboriginal Australia. Her research has been widely featured in the media and has won multiple awards. In Boroditsky's presentation, she will explore the following questions:

- Do people who speak different languages think differently?
- Does learning new languages change the way you think?
- Do polyglots think differently when speaking different languages?
- Are some thoughts unthinkable without language?

Boroditsky will present data from various experiments conducted throughout the world to consider how the answers to these relevant and thought-provoking questions reveal the surprising ways the languages we speak shape the ways we think.

The keynote speakers for Friday's President's Luncheon will be Dr. Yvonne Freeman, professor of bilingual education at the University of Texas at Brownsville, and Dr. David Freeman, professor of ESL and literacy at the University of Texas at Brownsville.

Both presenters are interested in effective education for English learners and have published several books and articles on the topics of second language teaching, biliteracy, bilingual education, linguistics, and second language acquisition. Their newest books include *Between Worlds: Access to Second Language Acquisition* (3rd ed., 2011) and *Academic Language for English Language Learners and Struggling Readers* (2009). They present regularly at international, national, and local conferences on a range of



43rd Annual CATESOL
Statewide Conference

April 12-15, 2012
Oakland, California

www.catesol.org/annualconference

Dr. Yvonne Freeman and
Dr. David Freeman
Friday, April 13,
President's Luncheon
"Developing Academic
Language for English Learners"



relevant topics. In their keynote address at CATESOL 2012, Drs. Freeman and Freeman will discuss the various types of English

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Deeply Rooted, Always Growing

Featured Topics

Learn more about each featured topic and speaker on the CATESOL 2012 Conference website. The preregistration program is available at: www.catesol.org/annualconference.

- **Reaching Our Multilevel, Multifaceted ESL Students**

Presenter: Rob Jenkins, Santa Ana College School of Continuing Education

- **Deeply Rooted in Expertise: Practical, Professional Presentations**

Presenters: Lorrie Winter, California State University, Fullerton
Catherine Moore, California State University, Fullerton

- **Growing Emotional Intelligence for an Enhanced ELT Workplace**

Presenter: Macquarie University, Australia; San José State University; Anaheim University

- **Redefining Culturally and Linguistically Responsive Learning for All Students**

Presenter: Sharroky Hollie, Center for Culturally Responsive Teaching and Learning; California State University, Dominguez Hills

- **Chaos Under the Dome: Update From Sacramento and DC**

Presenters: John Segota, TESOL International Association
Jeff Frost, Frost, Davis & Donnelly

- **Catching the Wave With Refugees**

Presenters: Lydia Stack, ESL/EFL consultant
Sue Pon, Oakland Unified School District

- **Sneak Peek: A Getty Museum Beginning-Level ELD Workshop**

Presenters: Veronica Alvarez, J. Paul Getty Museum, education specialist
Dan Fichtner, UCLA Education Extension, TESOL

- **Rules of Engagement: Gaining and Maintaining Learner Focus in English Language Classrooms**

Presenter: Mary Lou McCloskey, director, Educator Teacher Education and Curriculum Design

- **Preventing Long-Term English Learners: What to Do?**

Laurie Olsen, author, *Reparable Harm*, and Executive Board member, Californians Together

- **Instructional Features That Enable Success in Reading and Language for Long-Term English Learners**

Presenter: Margarita Calderon, professor emerita/senior research scientist, Johns Hopkins University

Plenary Speakers

Continued from page 6

learners and will explore their academic language needs. They will define and exemplify this academic language at the text, paragraph, sentence, and word levels. They will also share classroom experiences that demonstrate how to use specific strategies and materials to develop academic language and content knowledge.

On Saturday, our plenary speaker will be Dr. Diane Larsen-Freeman. Dr. Larsen-Freeman is a professor of Education, professor of Linguistics, research scientist at the English Language Institute, and faculty associate at the Center for the Study of Complex Systems, all at the University of Michigan, Ann Arbor. She is also a distinguished senior faculty fellow at the School for International Training in Brattleboro, Vermont.



Dr. Diane Larsen-Freeman
Saturday, April 14,
10:30 a.m.-noon
"Exploring the Fractal
Dimension of Language"

Dr. Larsen-Freeman has been a conference speaker in more than 65 countries of the world and has published numerous articles in her areas of interest: second language acquisition, language-teacher education, applied linguistics, language-teaching methodology, and complexity theory. Some of her most recent textbook publications are *The Grammar Book: An ESL/EFL Teacher's Course* (coauthored with Marianne Celce-Murcia, Heinle/Cengage, 1999), *Techniques and Principles in Language Teaching* (coauthored with Marti Anderson, Oxford University Press, 2011), and *Grammar Dimensions: Form, Meaning, and Use* (series director, Heinle/Cengage, 2007). She has earned various prestigious awards throughout the world for her research and study of the English language.

In this plenary talk, Dr. Larsen-Freeman will discuss the metaphoric connections of our conference theme, "Deeply Rooted, Always Growing," by considering language in terms of a fractal, a geometric figure that is self-similar at every level of scale. She will explore how a fractal can represent the many components of language and how these components influence how we teach and how we learn languages.

For more information regarding these plenary speakers, please see the preregistration booklet, which was mailed in early December. Please also refer to our conference website at <http://catesol.org/annualconference>.

CATESOL 2012 OAKLAND:

Instituting Something New for 2012!

By Jayme Adelson-Goldstein and Lori Howard
CATESOL 2012 Program Co-Chairs

The CATESOL Institutes, a new feature of the 2012 Annual Conference, give you the opportunity to participate in three communities of practice on key topics in our field. If you are a K-12 educator looking for ways to address issues you face working with long-term English language learners—students orally fluent in English but academically behind their grade-level peers—you will be interested in the Friday and Saturday Institute “Long-Term English Language Learners: Prevention and Effective Approaches.”

Do you have adult learners who need skills to effectively transition out of ESL into academic, training, and workplace settings? You will want to attend the Saturday Institute “Transitions to Post-Secondary Education, Career Training, and Work.” Have you been hoping to learn about the ways to integrate mobile technology, social media, and/or other 21st-century technology tools into your

lessons? Then you will want to check out the Saturday Institute “21st Century Technology in the ESL Class.”

Institute session leaders are renowned for their expertise and facilitation skills and will offer a variety of demonstrations, panels, and workshops. (A list of preliminary Institute sessions and session leaders appears in the box on this page.) Participants who attend the three Institute sessions, a morning workshop or panel, an afternoon level/interest group workshop, and an afternoon session, will also want to attend a special closing session to connect with other Institute attendees and plan next steps for continuing the communities of practice online through the remainder of the year. All Institute sessions run concurrently with the main conference program, and individual sessions are open to all conference participants.

The 2012 conference program is deeply rooted in effective professional development and the Institute sessions are just one of the many ways you can grow and refine your teaching skills!

2012 CATESOL INSTITUTES: Session Leaders and Topics

LONG-TERM ENGLISH LANGUAGE LEARNERS: PREVENTION & EFFECTIVE APPROACHES

(K-12)

Margarita Calderon

- *Long-Term English Learners and Content Area Reading*

David E. Freeman and

Yvonne S. Freeman

- *Academic Language for Long-Term English Learners, grades 6-12*

Ann Katz and

Marguerite Ann Snow

- *English Language Development: Foundations and Implementation in K-5*

Kate Kinsella

- *Lesson Observation With a Focus on Engaged Learning*
- *Explicit Essential Routines to Accelerate Academic English*
- *Tools for Structuring Dynamic Academic Discussions*

Mary Lou McCloskey

- *Empowering and Engaging Vocabulary Instruction for Long-Term English Language Learners*

Laurie Olsen (TBA)

TRANSITIONS TO POST-SECONDARY EDUCATION, CAREER TRAINING, AND WORK

(Adult, Community College)

Liza Becker, Kit Bell, Bradley Frazier,

Mark Wade Lieu, Ronna Magy,

Donna Price, and Sylvia Ramirez

- *Creating a Framework for Successful Transitions*

Ruth Gay and Sylvia Ramirez

- *Teaching Academic Skills that Facilitate Transitioning to Post-Secondary Education*

Ronna Magy and Donna Price

- *Transferable Skills That Learners Need for Academic and Workplace Settings*

21ST CENTURY TECHNOLOGY IN THE ESL CLASS

(All Levels)

Roger DuPuy

- *A Social Media Tool Survival Guide for Language Teachers*

Susan Gaer

- *Mobile Learning in the 21st Century*

Branka Marceta,

Blythe Musteric,

and Kristi Reyes

- *Technology for Transitions to the Workplace: Promising Practices*

Branka Marceta

- *Electronic Portfolios for Empowered Learners and Happy Teachers*

Marian Thacher

- *21st Century Skills for ESL Teachers*

Deeply Rooted, Always Growing

Award, Contest Deadlines Set for February: Apply Now!

Spirit of Teaching Award, Sponsored by Pearson Longman

To support and reward exemplary teachers of teachers in the ESL/ELD field, Pearson Longman instituted the "Spirit of Teaching Award." Pearson Longman is a specialist in English language development (ELD) materials and the company wants to reward the efforts of a teacher who has been in the field and helped mentor others. The award, along with a check and a \$250 voucher for ELD materials from the Pearson Longman catalog, will be presented during CATESOL's Annual Conference April 12-15, 2012, at the Oakland Convention Center in Oakland, California.

Eligibility:

- A current CATESOL member;
- At least 10 years of successful teaching in the ESL/ELD field;
- Successful mentoring of teachers in the field of ESL/ELD.

Submission Requirements:

- CV highlighting teaching excellence *and* mentoring activities;
- 400- to 600-word essay by the applicant *or* a colleague or mentee defining the term "Spirit of Teaching" and explaining how the candidate exemplifies the term.

Send both requirements as rtf documents to Dan Fichtner at dfichtner@aol.com. Be sure to include the candidate's name, home address, phone, and educational affiliation to facilitate contacting her or him.

Deadline: All documents must be received by February 1, 2012. The winner will be notified before March, before the Annual Conference to enable him or her to attend and be recognized at the award ceremony.

Secondary Level: Student Essay Contest and Teacher Development Award

National Geographic Learning is sponsoring two contests for the annual conference, one for students and one for teachers. The first is an essay contest open to English learners in grades 9-12, living within a 100-mile radius of Oakland. New this year is the Teacher Development Award, which is open to members of CATESOL who teach English learners in grades 7-12. More information about the Essay Contest and the Teacher Development Award can be found at the Annual Conference website: <http://catesol.org/annualconference/awardsindex.html>

Deadline: The deadline for submission for both is February 12, 2012.

Rick Sullivan Award

This \$250 stipend provides financial assistance to CATESOL members (excluding current and past board members) toward the CATESOL Annual Conference expenses. More details and the application form are available at http://catesol.org/annualconference/awards_ricksullivan.html or contact Rick Sullivan Award Coordinator Norma Barreto at catesolnormabarreto@hotmail.com.

Deadline: Deadline for submitting applications: February 1, 2012.

Weinstein Award

CATESOL will honor an outstanding adult ESL practitioner who has demonstrated leadership, creativity, and dedication to learner-centered instruction, specifically the integration of learners' personal stories into adult ESL classroom learning. The award honors Gail E. Weinstein, creator of the pedagogical framework Learners' Lives as Curriculum and author of many textbooks, including *Stories to Tell Our Children*, who died in 2010. The \$300 award is made possible by donations from CATESOL members. A full description of the award is available at: www.susangaer.com/weinstein.pdf.

Deadline: Deadline for submission is February 1, 2012.

Sunday Workshops

Sunday, April 15, 2012, 9 a.m. to noon
Free with conference registration

Always a popular part of the CATESOL conference and an exciting opportunity for conference-goers; attend a half-day, hands-on, practical session open to anyone who has registered for the full conference.

Gena Bennet, teacher educator at Cornerstone University; EAP instructor at George Washington University, and author of *Using Corpora in the Language Learning Classroom*

Workshop title: An introduction to developing corpus-based materials and activities

Target audience: all levels, all contexts

Dana Ferris, professor and associate director for Lower-Division Writing at UC Davis, author of *Treatment of Error in Second Language Student Writing* and *Response to Student Writing* (among many other texts)

Workshop title: Teaching grammar in the writing classroom

Target audience: secondary-C/U educators, teacher educators

Keith Folse, associate professor of TESOL at the University of Central Florida and author of more than 50 ESL-related texts, including *Vocabulary Myths: Applying Second Language Research to Classroom Teaching* and the *Oxford American Dictionary Vocabulary Builder*

Workshop title: Selecting, explaining, practicing, and testing vocabulary

Target audience: all levels, all contexts

Steven Brown, professor of English and ESL coordinator at Youngstown State University and author of *Teaching Listening, Active Listening*, and *Listening Myths: Applying Second Language Research to Classroom Teaching*

Workshop title: Best practices for teachers of ESL listening

Target audience: all levels, all contexts

INTEREST GROUPS

Saddleback Forms Associate Faculty Support Committee

By Barbara Luther

Coordinator-Elect, Part-Time Educators Interest Group

Recognizing the integral role part-time faculty play in student and institutional success, Saddleback College in Mission Viejo, California, announced the formation of the Associate Faculty Support Committee in September. The mission statement outlines the purpose of the committee: "To cultivate a collaborative environment for Associate Faculty at Saddleback College by increasing awareness of campus resources and fostering professional development opportunities that promote student-centered teaching and learning."

All faculty are welcome to join. The 18-member committee, spearheaded by Patricia Flanigan, dean of Online Education and Learning Resources, and comprising faculty from 11 academic departments and representatives from various support areas, has

PTE-IG Sponsors Inaugural Workshop at CATESOL 2012

The Professionalization of Part-Time Faculty Through Equity and Shared Governance

Presented by Deborah Dahl Shanks, United Faculty Part-Time Faculty Advocate, CPFA Public Relations, and FACCC Retirement Committee

Part-time faculty members teach almost 50% of all students and courses in the state of California. To best help students succeed and to offer an equitable educational experience to all students, part-time faculty members need to be fully professionalized. This includes being held to the same educational and work standards, being fully integrated into the college community through professional development, shared governance, and evaluations, being paid equitably, and being treated with respect and inclusion as colleagues. The impact of the Student Success Task Force Report will be discussed in regards to the role of part-time faculty.

Take the PTE-IG Survey!

To help give us a clearer picture of issues affecting part-time faculty and their students, please take a survey by going to <https://docs.google.com/spreadsheet/viewform?formkey=dE85TnJQSGhBbzVjblJjSEI2VEpBT1E6MQ>.

If you took the survey previously, please do not take it again. Results will be published in the next issue of *CATESOL News*.

accomplished a lot in a very short time. An Associate Faculty Resources website has been established, values and goals have been determined, and a calendar of deadlines and events has been compiled. A particular focus has been developing and disseminating information on professional development opportunities, including those developed in-house and regional lectures and conferences.

Collegiality, one of the committee's values, is evident in monthly networking and social events. An associate faculty potluck took place in December and an associate faculty dinner with the president was planned for flex week in January.

Those interested in seeing what Saddleback College is up to can visit the Associate Faculty Resources website at www.saddleback.edu/oe/Associate-Faculty-Resources.

Share Your Institution's Innovations

Does your school or district have a similar initiative? The Part-Time Educators Interest Group would like you to share what your school or district is doing in support of part-time faculty. You can do so by joining the PTE-IG Listserv. To subscribe, send a blank email to pteig-subscribe-youremailaddress@catesol.org. Listserv members can then post messages by sending an email to pteig@catesol.org. Questions? Contact Coordinator Jose Lopez-Mercedes at catesoljose@gmail.com or Coordinator-Elect Barbara Luther at bjlu5903@att.net.

Barbara Luther is associate faculty at Irvine Valley and Saddleback Colleges and Santa Ana College School of Continuing Education.

Online Ed for Colleges, Universities: Boon or Bane?—An Opinion

By Tad Walters

and Anthony Halderman

First, a disclaimer. We're no Luddites. We're techies, but on occasion, in our traditional face-to-face classrooms, time slows down and a kind of magic happens that we rarely experience in the online environment. Online college classes have much to accomplish to achieve the kind of success—or magic—educators have enjoyed in the traditional classroom.

Walters's teaching experience at a for-profit, online university along with teaching traditional college classes that use online

learning platforms (Blackboard, eCollege, Moodle) has encountered mixed results. As a tool for traditional classroom instruction, these platforms offer both pedagogical and communication conveniences, but as the sole learning environment for a class seeking effective writing, analysis, critical thinking, and authentic student engagement, it's lousy!

The artificial nature of discussion boards, PowerPoint presentations, and prerecorded video lectures don't provide pedagogically sound learning experiences frequently stated in course outcomes. However, if the online classroom made regular

use of live videoconferencing, live audio, and live chats, it might come closer to the efficacy of the traditional classroom. As it now exists, online education devolves into a series of impersonal rote tasks, responses, and assessments. Such an educational experience is not engaging, not analytical, not inspiring—not magic—despite the flexibility of teaching/attending from home.

If these online-only schools lack effective instruction and pedagogy, then why would highly credentialed college instructors be willing to lend the ethos of their hard-won degrees to such questionable

Continued on page 22

Inner News:

Nurturing Your Roots of Inspiration

Editor's Note: Long-time ESL teacher, life coach, and marriage family therapist Lynn Francis is interested in the inner life of the teacher. She writes, "Because the tools of our trade—methods, techniques, theories, activities—are so well covered at workshops, in-services, and conferences, I felt there was a need to address other aspects of the teacher that are not covered." Author of a column on the inner lives of teachers for her ESL district in San Diego, she proposed to write for a larger audience—the readers of the CATESOL News. And so, this is the first installment of Inner News. I hope you find it inspiring. Future articles will address such topics as dealing with emotions that arise while teaching and/or at the workplace, how to work with your triggers, and dealing with burnout, along with topics inspired by readers' ideas or questions.

By Lynn Francis, MA, MS

A picture is worth a thousand words, as the saying goes. I envision the picture of that magnificent tree to the right as a metaphor for *balance* in teaching. I imagine the top of the tree as what is visible—activities, techniques, methods, paperwork, structure. However, the roots of the tree—the unseen—provide *nourishment* and *healthy growth*. These have been called the "roots of inspiration" in life coaching. Some of my roots of inspiration are *creating, being present, spontaneous, engaged, and authentic*, with a sense of striving to balance the mental, emotional, physical, and spiritual parts of myself. Balance—I look for balance in teaching between the seen and the unseen—content/*process*, structure/*spontaneity*, organization/*creativity*. I had an interesting lesson recently that exemplified this balance.



I have been using the textbook *Ventures 3* for the last few years. The book provides a structure in which to teach listening, speaking, reading, and writing. Long gone are the days of scouring many sources to create lesson plans. This

particular lesson was on the theme of work. I *spontaneously* invited Chao Xiong, who coordinates our CASAS testing, and Javier Vargas, who worked with our EL Civics program, into my classroom to talk to my students. I thought that they would be *inspiring* for the students as they had both studied in Continuing Education ESL programs and have advanced in so many incredible ways. Chao was a Hmong refugee in 1975 and now has a PhD and Javier came to the United States six years ago when he was 17 and has recently graduated from San Diego State University. He is now in China teaching Spanish and English. Wow! We set up the visit for two days hence. So, I *created* a worksheet of potential questions that we practiced. Chao and Javier stayed about 40 minutes and *engaged* the students in a *meaningful* conversation. Also, the writing section of this unit was about writing thank-you letters so my students wrote a thank-you note to Chao or Javier.

My point is not so much about the content and passing on of a technique, activity, or book but the *joyous process* of *creating, exploring, and nurturing* my own roots of inspiration and the students as well. The structure was already in place. Within the structure of the unit on work, I felt so free to *improvise, create, and try out* new ideas. My energy was concentrated on how to *engage* the students, help them *focus* in the *here and now, experientially*. Anecdotal, they seemed more interested in the material, had better retention, and even had some fun doing it! I thrive on that space of not always knowing where the lesson will take me yet with enough structure to keep me grounded. Seeking *balance*. Progress, not perfection.

Expanding my professional development to become a life coach and licensed therapist has enhanced my appreciation of the importance of learning about and *nurturing* all parts of me. I learned about my personality type,



my emotional body, my spiritual body, and how they all affected my teaching. I learned that what I didn't know about myself affected my behaviors and outlook on life. I also realized that I need reflection time, integration time, and processing time to enhance my teaching. I learned that my being—these intangible parts of me—needed *nourishment* and *nurturing* as well. I strive in teaching and in my private practice to help/guide students and clients to find their own roots of inspiration.

As is said on an airplane—put your own oxygen mask on first. Like the tree above with healthy roots, I can grow and thrive after teaching for 30 years by being in touch with my own roots of inspiration, keeping those parts of me alive. Ultimately, it not only benefits me but has a tremendous impact on the students and their learning ... which is what we are all about.

And you? What *inspires* and *nurtures* you? What are your roots of inspiration?

Lynn Francis is a part-time instructor for San Diego Community College Continuing Education. She has been a teacher/trainer for 30 years. She also has a private practice as a life coach and licensed marriage family therapist. She especially enjoys working with teachers. Readers can reach her at lfrcanci@sdccd.edu.

Oral Presentations:

How to Foster Class Participation and Peer Assessment

By Sonja Lovelace

Note: This lesson plan is a summary of a presentation from the CATESOL Annual Conference, Long Beach, 2011.

When students give presentations for their classmates, the spotlight falls on the individual in the front of the room while other students and teacher assume the role of listeners. All too often, however, the audience fails to give full attention to the speaker. Patri (2002) points out that for most second language students, speaking itself is a complex (and occasionally traumatic) task since it requires them to concentrate simultaneously on content, pronunciation, diction, eye contact, body language, and so on. Those who are not performing may be rehearsing their own speeches or attending to other matters unrelated to the class. In this lesson plan, students are assigned roles that encourage them to listen actively and become part of the evaluation process of the assignment.

The Day of the Performance

The teacher has many items to remember on the day of the speeches. Among these items are the following: listening comprehension charts, peer review forms, question cards, video camera and tripod, and roster for participation tallies. These materials are used to keep all class members engaged. During and after each presentation, four activities are occurring simultaneously: speaking, taking notes on the content, asking questions, and writing up peer feedback forms.

Listening Comprehension Charts:

The note-taking task may be designed to focus on specific information or may be more open ended. For example, if students describe a person they admire, their classmates can listen for adjectives that describe that person's character or a famous quote they use. In a talk about a certain job that is unique to the student's culture, a space is included for "advantages" and "disadvantages" of the job. These points have been discussed previously and are part of the rubric, which

the students have already seen. If the class is large, they may jot down notes for a number of selected students. These charts are turned in after each class, and the instructor assigns a grade based on the completeness of the notes.

Peer Feedback Forms: Students need a careful explanation of the peer feedback forms because they are assigned to a group according to the letter that corresponds to their presentation number. If I give them the "lottery number" to determine the order of presenters, the card has a group letter as well. For example, presenters 1, 5, 10, and 15 are all in Group A; 2, 6, 11, and 16 are in group B, and so on. The order can easily be done beforehand. Each student writes a feedback form for only three classmates. If Won Mi is in group A, she will give feedback only to those with A next to their names. I write group letters next to the names on the board.

The form is fairly simple (see chart on the opposite page). It includes a 5-point rating scale and a place to briefly write comments: "What I liked about your speech" and "I think you can improve." Before the day of the speeches, the class has watched a speech from a previous term, and we brainstormed ways to respond to these points, so students are able to say more than just "Good job" or "Pronunciation," phrases that are not so informative. Because the students complete only two or three of these for their classmates, the task is not overly burdensome. They turn these forms in after every class (if the speeches occur over a period of days). In addition, they complete one for themselves immediately after their own speech, which I can compare with the feedback of their peers as well as with my own. It is interesting to see the differences in perception.

In a study of peer assessment, Patri (2002) notes: "If learners are placed in a situation where they can access information on the quality and level of their own performances or those of their peers, then it is possible that they will be able to clarify their own understanding of the assessment

criteria (p. 111)." This understanding leads to improved performance.

Question Cards: Question cards can simply be done on the spot. I usually put large question marks on two index cards and give them to students on either side of the room. They are instructed to ask a question in the Q & A that follows. After they have asked their question, they should give the question card to another classmate, who will be expected to ask a question for the next presenter. This "question card" practice is done for two reasons: First, it encourages shy students to prepare a question, since I generally find that a handful of students ask most of the questions, so the question card compels every student to participate; second, it is a visual signal that reminds students of the participation component. During the Q & A, the teacher can quickly tally the number of times each student asks a question to see if some need further encouragement to engage. The Q & A is important because it offers a critical-thinking exercise for the whole group. It also gives presenters a kind of informal feedback. The nature of the questions can tell presenters if their classmates have understood what they have said or if their audience is interested in their topic. Answering questions allows presenters to go "off script" and to enjoy a more informal rephrasing of their information.

At the end of the class, the teacher should pick up the peer feedback forms and the listening chart. Those whose notes are complete will receive a high score for participation. You can include the question/answer tally and the note-taking chart as part of the participation score. These are observable indicators of how engaged the students were. One might wonder how time consuming it is to check the note-taking chart, but a quick glance can give you the information you need. After class, you can quickly photocopy the peer feedback forms, cut them, and sort them so that they can be given to the speaker the following day. When I do the final assessment, I find it interesting to have these forms to compare to my own.

Oral Presentations:

How to Foster Class Participation and Peer Assessment

The Day After the Presentations

The next day, along with other items in the lesson plan, the teacher organizes the reporting and analyzing stage. The note-taking charts are returned to the students, and new groups are formed. Students take turns reporting on what they learned from each presentation. This is useful to recall and negotiate the meaning of the content.

The Hot Seat: When it is time for the speakers' presentations to be reported, I encourage them to refrain from giving their speeches again, but rather to just listen to what their classmates have learned. Afterward, they can clarify or add information. Naturally, this gives the presenters more informal feedback as they hear directly from their classmates about the content of their presentations.

As a way of synthesizing the presentations, I put questions on the board that will encourage them for more critical-thinking exercises. They must compare the speeches, choose those that stood out, and defend their opinion. The teacher will hand out the peer feedback forms, which are usually very high interest for the students. They are always eager to find out how their peers saw them.

A teacher can factor in the peer feedback and the self-assessment in a couple of ways: You can go for a percentage: 40% peer/self assessment; 60% teacher's. I generally give my final assessment as 100% teacher-generated while acknowledging the peer/self-assessment separately. The most interesting aspect of this activity is comparing these assessments with your own to see how well the students were able to evaluate their own work or the work of their peers. Before their speeches, they have analyzed speeches from previous semesters and learned what to look for. According to Cheng and Warren (1999), reliability of peer assessment improves with the number of evaluators and overall, "there should be a greater number of organized activities [beforehand] to raise awareness of . . . peer assessment" (p. 312). I am sometimes surprised that the peer feedback offers information that I have overlooked, so I find it helpful in my own assessment. For example, I may have focused too much on grammatical accuracy while failing to notice that the speaker's voice was too soft. I may have been overly impressed by the speaker's confidence but failed to acknowledge that there wasn't enough information. Finally, I upload the speeches onto Vimeo, a free file-sharing website. Then I forward the speeches to each student, who writes a reflection based on the video and the feedback from peers.

This may not be the end of the unit, however. Sometimes I prepare a quiz on the content of the speeches to see what has been learned. I have also gathered the visual aids and with blue tack made a kind of "gallery opening," where students can go from picture to picture—without their notes—and describe what they see and what they remember, recalling new words and phrases and recycling the information in more relaxed low-stakes oral practice.

Culture Item Speech PEER FEEDBACK FORM					
Name of Presenter:					
Topic of Presentation:					
The presenter:					
1. showed interest in the topic	5	4	3	2	1
2. was well prepared	5	4	3	2	1
3. gave us a lot of information	5	4	3	2	1
4. was easy to understand	5	4	3	2	1
Overall, the presentation was:	5	4	3	2	1
Comments: I really liked					
You could improve					

Excellent = 5
 Very good = 4
 Satisfactory = 3
 Unsatisfactory = 2
 Very weak = 1

Culture Item Speech PEER FEEDBACK FORM					
Name of Presenter:					
Topic of Presentation:					
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1. showed interest in the topic	5	4	3	2	1
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Overall, the presentation was:	5	4	3	2	1
Comments: I really liked					
You could improve					

Excellent = 5
 Very good = 4
 Satisfactory = 3
 Unsatisfactory = 2
 Very weak = 1

Critical thinking has been encouraged through three activities. Note-taking and reporting leads to analysis and synthesis of the new information, peer assessment involves the learner in evaluating the outcomes, and reflection allows learners to ponder how successfully they have completed the task. A learner-centered environment that fosters full participation has been created.

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Sonja Lovelace is an instructor in the Rossier School of Education Language Academy at the University of Southern California.

Teaching With Proverbs From Around the World

By **Bette Brickman**
Nevada Representative

Many students regard the composition courses as “necessary evils.” They want to learn to compose in correct English, and they have so much to write about. However, the composition courses seem to evoke the most “English anxiety.” I have found a class project that has restored some enthusiasm for writing. It is the class book. In past years, students in the intermediate and advanced composition courses have “self-published” collections of proverbs, sayings, folk tales, favorite stories, recipes, and research reports. One such project, the proverb anthology, has turned out to be the most fun for me as well.

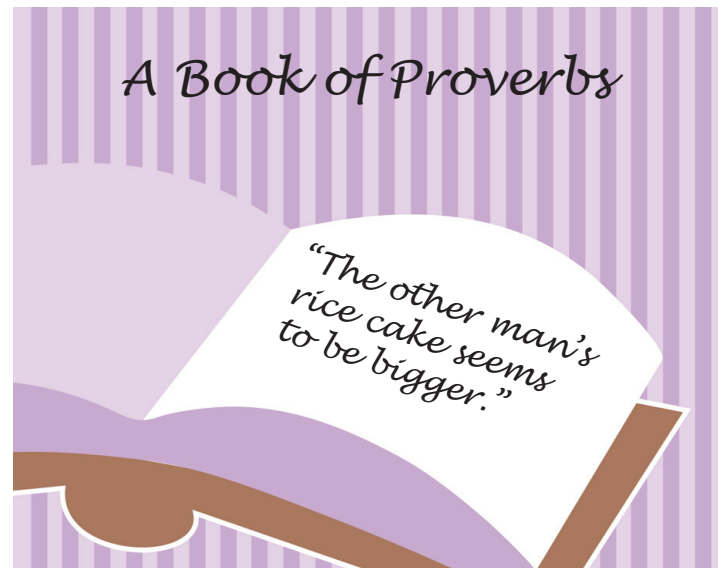
The students choose their favorite proverbs or sayings and write multiparagraph compositions to explain the meaning. They give several examples of the proverb’s meaning. One illustration of “The other man’s rice cake seems to be bigger” was “You are a married woman and your friend has a great job and often goes on business trips, which you envy. On the other side, your friend envies you for spending more time at home.”

After the authors have received their final drafts back from me and made corrections if needed, they then type up their work and submit it for the book. The proverb title is written in their native language and translated into English underneath. For example:

El Salvador—*“Ojos que ne ven, corazon que no siente.”*
Eyes that don’t see, heart that doesn’t feel.

The Philippines—*“Kung gusto mong makarating sa iyong paroroonan, lumingon ka sa iyong pinangalingan.”*
If you want to get to where you are going, you must look back to where you came from.

The students then do a short oral report on their proverb, which gives them practice in public speaking. Many times two or



more students will choose the same proverb to write about, but their examples of the proverb at work are always different (and always entertaining).

The final step is the artwork for the book cover. I have been fortunate so far to have had at least one graphic artist in the class who is willing to design a book cover. The book is then bound and copies are made for each student.

The proverbs contain the wisdom that has been accumulated worldwide through the centuries. Collecting, translating, explaining, and studying these proverbs fosters cross-cultural understanding. In addition, the students are the authority when they are explaining their proverbs, which in turn increases their confidence.

YOUR Lesson Plan Could Appear Here

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This special section is funded by the CATESOL Education Foundation.

The Report: "Buddy, Can You Spare a Dime?"

By Dan Fichtner

Education Foundation President

Hello, fellow ELD educators and friends, Update—Our Angel Fund made it halfway to its goal this year. Our mission to help make teachers more effective ELD teachers cannot go forward without the generosity of many. Please consider a small donation to our foundation. We are continuing with the Tippy Schwabe project at UC Davis. Ellen Lange is working diligently and successfully to help the graduate Linguistics students "fit in" the CATESOL organization. We are also supporting the four Sunday speakers at the annual conference in Oakland. Our plenary speaker on how language affects people has kindly donated her services too. This donation doesn't increase our coffers, but it does make running the conference a bit easier financially. Everyone does his or her own part to help us.

Regarding our financial matters, it was decided starting in November to charge a 3% operating cost to new donations to the organization. The funds will help defray the costs of running our group. This charge will do nothing to diminish the amount of a donation's tax deduction. A \$50 donation will still be a \$50 tax write-off for tax purposes. We use many money-saving meth-

ods in running the Education Foundation, but it can't be run at no cost.

John Liang was elected in October to be the Sponsorship Liaison for our foundation. He has been handling our webpage and will be a great addition to our team. His computer savvy is well appreciated by all of us.



Dan Fichtner

One new project that we are embarking on is the Hollywood Classroom Learning Project (HCLP). Budgets are tight and getting tighter, so schools can't afford to buy innovative English learning development materials.

Therefore, Rock Talk's Jenny Redding contacted our foundation and offered a way to beat this problem. Ms. Redding offered to work with the CATESOL Education Foundation to offer the Hollywood Classroom Learning Project. The HCLP gives CATESOL members' schools (in California and Nevada) the opportunity to receive the Hollywood Classroom lessons along with two free professional-development training days in brain-based teaching and learning.

Jenny Redding is the author of the Hollywood Classroom lessons and also



the author of the Rock Talk language acquisition series. After taking a sabbatical leave and studying brain-based learning, she developed a marvelously

motivating movie-based ELD program that will help ELD instructors with multi-leveled high-beginning to early-advanced classes. The program's objective is to offer Ms. Redding's lessons at cost (specifically, paying \$500 for lessons normally sold for \$3,000). She also wants to share her sabbatical research and help teachers assist students in an integrated program including reading, writing, listening, and speaking. This is a perfect fit for the mission of our organization: to provide education opportunities to teachers of English learners and to inform the general public about strengths and needs of these students. For more information on the HCLP please read Ms. Redding's article below.

If you or someone you know can help us with contacts for donations to fund this worthy project, please write me at dfichtner@aol.com. [In the subject line put Ed Foundation Contact.]

Yours in education,
Dan Fichtner, PhD

Rock Talk and CATESOL Education Foundation Present: The Hollywood Classroom Learning Project

By Jenny Redding

Budgets are tight. Schools can't afford to buy innovative English learning development (ELD) materials, but there *is* a way, namely, the Hollywood Classroom Learning Project (HCLP). The HCLP is being presented by Rock Talk in conjunction with the CATESOL Education Foundation. The HCLP gives CATESOL member schools (in California and Nevada) the opportunity to receive the Hollywood Classroom lessons. That's in conjunction with two free professional-development training days in brain-based teaching and learning.

I am the author of the Hollywood Classroom lessons, also author of the Rock Talk language acquisition series. Before I became a community college professor, I taught in adult education. Before teaching,

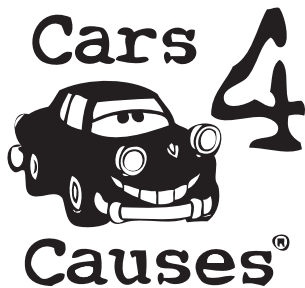
I was a singer/songwriter, and before that, an actress (SAG member). Most recently, I have been serving as the basic skills coordinator at Oxnard College for the past two years. Before this position, I was Academic Senate president. This past spring (2011), I took a sabbatical to delve more intensely into brain-based teaching and learning. To culminate my sabbatical, last June I approached Dan Fichtner and Don Sillings of the CATESOL Education Foundation with my idea for the HCLP and discovered the idea melded perfectly with the Foundation's mission to enhance professional development for CATESOL members. I wanted to enable schools to gain access to my lessons at cost (specifically, paying \$500 for lessons normally sold for \$3,000), and I wanted to share my sabbatical re-

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K-12 Schools Cut Less Than Feared in Budget Trigger Action

By Jeff Frost

CATESOL Legislative Advocate

The Department of Finance announced December 14 that its revenue forecast was calling for the 2011-2012 budget trigger to be pulled but that the effect of this reduction would hit K-12 schools far less than had previously been thought. The total shortfall is \$2.204 billion. The trigger will result in Tier I cuts to higher education and

social-service programs. The Tier I cuts are outlined here. Tier 1: If the state gets \$2 billion to \$3 billion of the money, the state will impose additional cuts and roll over the remainder into the 2012-2013 budget. The \$600 million in cuts would include:

- \$100 million to UC (unallocated cut)
- \$100 million to CSU (unallocated cut)
- \$100 million to In Home Support Services

- \$80 million to public safety
- \$30 million to community colleges, triggering a \$10-per-unit fee hike
- \$23 million across-the-board cut to childcare funding (unallocated cut)
- \$20 million to Department of Corrections
- \$16 million to State Library in grants
- \$15 million to Emergency Management

Continued on page 17

New ELD Credential

continued from page 1

ing English to second language learners and the growing need for more qualified professionals in the schools. Specifically, these weaknesses included an overall lack of understanding about applied linguistics, second language acquisition, second language pedagogy, and second language curriculum. It was felt that the state should investigate ways to use the talents and knowledge of those holding master's in TESOL degrees and attract them through a streamlined process into secondary teaching. It was also perceived that a new ESL or ELD secondary credential was long overdue.

This position paper provided the impetus for additional papers by other CATESOL members, finally resulting in a position paper that formally recommended a new English as a Second/Other Language Credential. The paper was widely circulated among other prominent professional organizations that were in favor of the idea, for example, California Association of Bilingual Education (CABE), California Teachers Association (CTA), Californians Together Coalition, and so on. Based upon this response, CATESOL leaders initiated a meeting with the staff of the Commission on Teacher Credentialing (CTC) to discuss the new credential in 2008 (see Frost, Cadiero-Kaplan, & Kuhlman, 2010, for a discussion of this process).

After this very productive meeting, the commission approved an English Learner (EL) Authorizations Panel consisting of experts from various levels and segments in 2009 to examine ways to improve the preparation of teachers who work with English learners in California public schools. In the end, the panel determined that current training was sufficient only to prepare teachers to teach Specially Designed Academic Instruction in English (SDAIE) but *not* sufficient to prepare teachers to teach ELD at the secondary level and that the current overall English Learning Authorization Structure needed to be revised. The panel recommended that a new credential in English as a World Language be developed and that a new panel be convened to develop the specific subject matter competencies and program standards for the new credential.

Consequently, a new EL Authorizations Panel (with some members from the first panel) was convened in 2011 to implement recommendations of the first panel. A major focus of this panel has been to draft (a) subject matter requirements (SMRs) or the

content for the World Languages: English Language Development examination, and (b) Single Subject Matter Program Standards for candidates who want to show subject matter competency through enrollment in a program. Other work has included developing new standards for the English Learner Specialist as well as suggesting revisions to the Preliminary Administrative Services Credential Standards and the Pupil Personnel Preparation Standards.

On December 8, 2011, the Commission on Teacher Credentialing unanimously voted on an action item at its commission meeting to adopt a revised ELD authorization structure that includes a World Language-English Language Development (ELD) Secondary Credential. The meeting can still be viewed as an archived broadcast at <http://www.ctc.ca.gov/live.html>. At future meetings, another agenda item will be discussed relating to the draft Subject Matter Requirements (SMRs) for the new CSET: World Language: ELD examination and also the draft World Language: ELD Subject Matter Program Standards. Once these items are approved, holders of an ELD Credential will potentially be able to teach high school English as well as ELD when all requirements are met.

How will test scores, learner achievement, and graduation rates improve in public secondary education when new ESL Learner Specialists provide effective curriculum, new ELD teachers use appropriate pedagogy, and principals and staff are deeply familiar with the backgrounds and needs of these second language learners? Only time will tell, but things can only get better once the new credential and training programs are in place. This truly is a new day on the horizon!

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Dr. Janet Eyring is a TESOL professor at California State University, Fullerton and served as a member of the English Learner (EL) Authorizations Panel to the Professional Services Division of the CCTC in 2011.

CATESOL's Cadiero-Kaplan to Head State EL Efforts

Karen Cadiero-Kaplan, a leading scholar, published author, and longtime advocate for students, will lead the California Department of Education's (CDE) efforts to help school districts across the state teach English learners effectively, California Superintendent of Public Instruction Tom Torlakson announced December 21 in a release from the department.

"In a state where a quarter of students come to school needing to learn English, it's impossible to overstate the importance of being equipped to teach them," he said. "We have made great strides at the Department of Education, and with Dr. Cadiero-Kaplan at the helm of those efforts, I have no doubt we'll make many more."

A former president of CATESOL, Cadiero-Kaplan will be leading the CDE's English Learner Support Division, which Torlakson created so that schools could effectively address a growing need in com-

munities across California. He also created an English Learner Integrated Action Team within the department, which is developing a statewide plan for English learners to better support districts and schools.

Cadiero-Kaplan is a professor at San Diego State University, where she chairs the Department of Policy Studies in Language and Cross Cultural Education, focusing on biliteracy and English language acquisition. She began her career teaching elementary and secondary special education, as well as English as a Second Language at the community college level, and went on to become a professor and provider of professional development for teachers and administrators working with bilingual students. Cadiero-Kaplan has a range of publications focused on the role of education and language policies in curriculum development and teachers' professional develop-

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Budget Cuts

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- \$15 million cut to Medi-Cal Managed Care
- \$10 million cut to Social Services anti-fraud grants

As for the K-12 school-related cuts, \$248 million in home-to-school transportation funding will be cut and there is a reduction of \$79.6 million (\$13 per student) in school district revenue limits. The transportation cut was to go into effect on January 1 and the revenue limit cut will go into effect on February 1.

In his press conference, Governor Jerry Brown indicated that there will also be additional (undisclosed) reductions as a part of the 2012-2013 budget in January. As more information becomes available we will pass it on.

Milo Van Beek, 1946-2011

Continued from page 1

star and varsity basketball player. His family moved to Michigan, where he began his college education at Hope College. During his freshman year, Milo was severely injured in an automobile accident, leaving him a quadriplegic and in a wheelchair. However, Milo's zest for life was strong, and he refused to allow his disability to define him or prevent him from completing his education.

After a year of intensive rehabilitation, Milo attended the University of Wisconsin-Marathon County, where he developed the skills that enabled him to live independently. His search for a wheelchair-accessible college campus led him in 1970 to California State University, Long Beach, where he earned two bachelor's degrees and a master's degree in English, Speech Communications, and Radio/Television.

Upon moving to Orange County, California, Milo began teaching ESL classes at Santa Ana College, Irvine Valley College, and Coastline Community College—teaching in the community colleges for more than 38 years.

He was hired in 1973 by Santa Ana College as one of the founding ESL instructors when Santa Ana College and Santa Ana Unified School District decided that all Adult Education would be handled by Santa Ana College. He was also one of the founding faculty of the ESL program at Irvine Valley College when it began in 1979, and he joined the ESL faculty at Coastline Community College in 1983. He taught continuously as an adjunct faculty member at all three colleges from the time he first joined them until his death last August.

Milo taught English to literally thousands of nonnative speakers and was especially fond of teaching classes in pronunciation and oral communication skills—at which he was said to have a true gift. His classes were very popular and he was talented at bringing out the best in his students. His influence in their pursuits

to be more independent was rewarding and he modeled life lessons in perseverance for them, sending them the message that anything is possible.

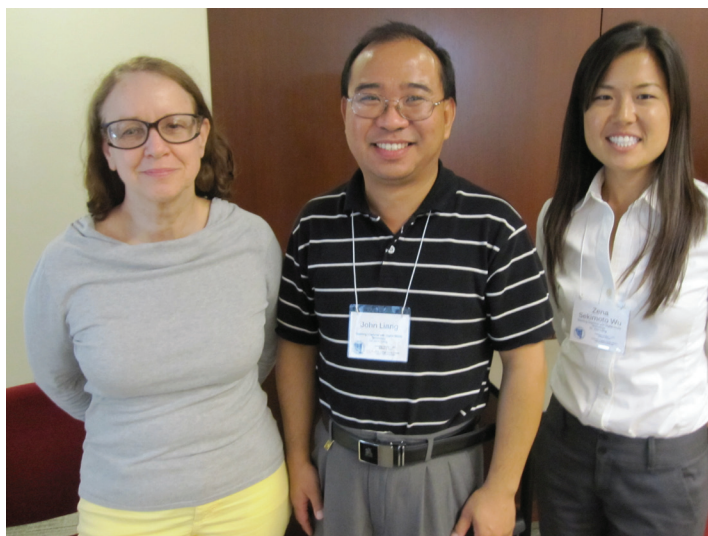
Milo taught students to persevere, to push themselves beyond the curriculum, and to become proficient people, to look beyond the academic success of a single class. Through Milo's example, students learned to use newfound skills in speaking, reading, and writing English to integrate themselves into the fabric of our global community. He demonstrated by example that they could succeed if they believed they could and worked hard to accomplish their goals—that they could make their dreams come true.

Milo was also greatly loved, admired, and respected by his colleagues. He was a true ESL professional, keeping abreast of developments in language learning and teaching and always seeking ways to enhance his instruction with new materials and activities. He actively participated in departmental meetings and workshops and was a joy to have as a colleague—always positive and upbeat with a ready wit and a wonderful work ethic. He was also a scholar—an avid reader, a grammarian, and a writer who appreciated great literature, especially the works of Ernest Hemingway and Dashiell Hammett. Milo truly inspired all of us in so many ways, and yet he was so humble about his accomplishments.

According to his family, "Milo was loved by all who knew him—for his winsome smile, his engaging personality, his unending efforts at independence, his love of the English language, and his faithful communications with others. Milo lived life as though he were able-bodied, in such a way that others did not see him as disabled."

Susan Stern, professor of ESL at Irvine Valley College, had the privilege of being Milo's friend and faculty colleague for more than 20 years.

IN THE CHAPTERS



Dr. John Liang, here flanked by his colleagues, presented an educating, entertaining, and engaging workshop on using digital media to teach grammar at OC Chapter's fall event.

Technology, Video, Grammar Meet at OC Fall Workshop

By Carol Bander

Publicity Co-Chair, Orange County Chapter

Educating, entertaining, and engaging are three adjectives that aptly describe CATESOL, Orange County Chapter's fall workshop, "Teaching Grammar With Digital Media Technology," with Dr. John Liang at Biola University on October 1, 2011. In fact, one evaluation stated, "This is probably the most useful conference session I have ever been to. I feel I can really use what I'm learning here in the classroom. He's fun to listen to." Other comments were "Great info," "Many great ideas," "Excellent knowledgeable presenter," "Exceeded my expectations."

John blended the pedagogical principles for using digital media with carefully designed and sequenced grammar activities varying from structural manipulation to communicative tasks to skill-integrated learning. At the beginning of the workshop, John cited a 2006 study by David Sousa (*How the Brain Learns*, Corwin Press, 2006). According to Sousa, retention rates for the following modes of delivery are: lecture 5%, reading 10%, AV 20%, demonstration 30%, discussion groups 50%, practice by doing 75%, and teaching others 90%. Thus, John focused on the latter three modes.

He defined grammatical "ability" as the intuitive understanding of structure and meaning but not necessarily its use. This was followed by grammatical "performance," which is the ability to use a given grammar structure to carry out a communicative task, and "metalinguistic knowledge," with which students have the ability to explain grammar rules, including form, function, and meaning. He immediately showed a video clip with a sign "Bomb on the Bus" and led us in a discussion as to why we say "on the bus" and not another preposition. He went through different approaches to teaching grammar: grammar as a product, as a process, and as a skill.

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OC Announces "Dramatic" Spring Workshop

By Barbara Luther

Publicity Co-Chair, Orange County Chapter

Susan Stern, PhD, will present "A Dramatic Approach to Literature in ESL" from 8 a.m. to 3 p.m. on Saturday, March 3, at California State University, Fullerton's Titan Student Union. Dr. Stern, professor of ESL at Irvine Valley College, will share her perspective on the unique potential of literature in the teaching of ESL, demonstrating how the reading of short stories, plays, novels, and poems can help students further develop and refine their reading, writing, listening, and speaking skills while at the same time increasing their vocabulary and aiding the acquisition of grammatical structures. She notes, "All the elements of literature—plot, character, setting, and theme—provide the subject matter, context, and inspiration for a wide variety of written and oral activities so that a single literary work becomes the central focus of a unit of study integrating all the language skills." In particular, she believes that one of the best ways to take advantage of the full potential of literature is to incorporate dramatic activities into class study of a literary work.



Susan Stern

The workshop will demonstrate and give hands-on experience in using dramatic activities to complement and enhance the study of short stories, plays, and novels in ESL classes, both to integrate literature study with language learning and to help students understand and appreciate a work of literature. A variety of activities will first be introduced and explained: dramatization of scripted materials, role-play interviews, improvisation, and drama-inspired writing. Accompanying video clips of students engaging in each of these activities will be shown. Participants will then experience these activities first-hand. As "students," they will practice a short scene from a play and enjoy the role-playing and improvisations to follow. As teachers, they will get practice in developing some of these dramatic activities on their own. By the end of the workshop, instructors should feel sufficiently prepared to adapt this dramatic

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Come Join Capital Chapter at Cloudburst Fundraiser

By Leslie Freeland

Capital Chapter Coordinator

Come join us! The Capital Chapter of CATESOL will be holding its annual Cloudburst Fundraiser event 6-9 pm on Friday, Jan. 27, 2012, at ThinkHouse Collective, 1726 11th St., Sacramento. Come enjoy hors d'oeuvres, network with your colleagues, participate in a raffle, and more! Attendees are encouraged to make a donation between \$10 and \$20 that will go directly into the CATESOL Cloudburst Fund to support local second-language literacy programs. Please check our website in early January for more details at <http://capitalcatesol.weebly.com/index.html>. For more information or to get involved, please email Leslie Freeland at capitalcatesol@gmail.com.

Brand-New San Diego Chapter Celebrates With Holiday Social

By Erika Marie Rose

San Diego Chapter Coordinator

The brand-new CATESOL San Diego Chapter recently got together for its very first social event. The holiday gathering on Friday, December 9, was a great success, thanks to the hard work of the social event-planning committee. Longtime CATESOL member Gretchen Bitterlin opened her beautiful home to an enthusiastic group of ESL instructors from a wide variety of levels.

Gatherings such as this one are what CATESOL chapters are all about—connecting with fellow instructors on a local level. At the holiday event, it was a great pleasure to look around the room and see chapter members engrossed in discussion with one another about sundry issues relating to ESL.

The social gathering offered ample time for in-depth introductions, revealing an extraordinary mix of multicultural backgrounds. We are so grateful to be able to tap into our members' diverse knowledge bank as a wonderful resource for future discussions and workshops.

A combination of events helped launch the 11th CATESOL chapter this past November. It all started back in spring of 2011 just after the annual conference in Long Beach. Christy Reese (Elementary Level Chair-Elect) mentioned to Belinda Braunstein (Chapter Council Chair) that she was interested in starting a CATESOL chapter in San Diego. At the next Board of Directors meeting, Belinda made an announcement about possibly starting a new chapter.

I was living in Sacramento at the time but was scheduled to move to San Diego in late summer. I remember thinking, as I was making my moving plans, that I would join the local CATESOL chapter when I got to San Diego. To my complete amazement, I soon realized that San Diego did not have a chapter. Tapping into my experience as coordinator for the CATESOL Capital Area Chapter, I decided to get to work establishing a brand-new chapter in California's southernmost region. In late August, Christy Reese, Magdalena Kwiatkowski (Assistant Chapter Coordinator), and I put our heads together to create an action plan for establishing our chapter-to-be. At the San Diego Regional Conference in October, we had a table with a sign-up sheet for those interested in the new chapter. At the end of the afternoon, we had 58 signatures!

Establishing a new chapter has been an exhilarating process, with a great deal of support all along the way. The San Diego Chapter now includes more than 70 people, and the list of interested instructors is growing. We are now busy planning our spring workshop, which is coming up on March 10. The topic of our workshop is "Teaching Middle-Eastern Students." After tuning in to ESL instructors' suggestions for hot topics, this seems to be a relevant one that instructors at various levels can relate to.

A big thank-you to all supporters who have made this new chapter possible. We at the CATESOL San Diego Chapter look forward to continuing to serve the interests of ESL instructors on a local level.

Erika Marie Rose, catesolerika@att.net, is also IEP Level Chair.

Los Padres Conference Boosts Membership

By Hilary Tomczik

Los Padres Chapter Coordinator

The Los Padres Conference was a full-house event with participants enjoying a beautiful October day in Santa Barbara. We made a concerted effort to boost membership with a table manned by CATESOL Adult Level Chair Jack Bailey. We succeeded in attracting 14 new members to our chapter.

The conference included 30 workshops and lectures. Ronna Magy gave an excellent plenary, "Preparing for Success," a very timely topic during this era of intense job competition. We were also pleased to have Ann Lippincott return this year with a workshop called "Interactive Vocabulary Development." A poster session was offered for the first time; for new teachers this provides a stepping-stone to longer presentations. One poster was interesting research for a master's thesis; we'd like to encourage more entries from both

students and teachers next year.

Bennett's Educational teacher store joined our publisher's hall this year, offering K-12 materials. We are appreciative of publishers and local businesses for their support of our raffle, and also of two private language institutes, ELS and Kaplan Aspect, whose representatives have been part of our operating committee and which provide material support.

After the conference the operating committee met for a postconference analysis, ready for next year's event. We are very happy to share points with any chapters that are considering the presentation of a conference.

A big thanks to attendees, presenters, volunteers, operating committee, and Don Sillings at the CATESOL office for making the 2011 conference a great success.

Hilary Tomczik, Los Padres Chapter Coordinator, Doug Smith, Terease Chin, Conference Coordinators

Saroyan Small but Mighty With New Website, Lively Agenda

By Gene R. Urrutia

Saroyan Chapter Coordinator

The Saroyan chapter has building on its agenda. As one of the smaller chapters, it has made "leaps and bounds" this year. We've committed a lot of energy and time to our new website, increasing membership, paid conference attendance, and encouraging members to take on and steer smaller projects.

Sam Nofziger, a board member who helped create the website, said, "At our website, you will find information regarding our chapter, upcoming events, some research on the education of English learners, links to related resources, and most important, contact information for our chapter."

The website's home page is very distinguishable and features a photo of one of the San Joaquin Valley's most no-

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IN THE CHAPTERS

Spring Workshop

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approach to any selection of fiction or drama for their ESL classes, from the simplest of scripts or stories for lower-level students to full-length novels or plays.

Dr. Stern holds a PhD in Applied Linguistics from the University of California, Los Angeles, where she also received her MA in TESL, her Secondary Teaching Credential (English/French), and her BA in English. Her primary research interests are the teaching of literature in ESL and the use of drama and role-play in second language acquisition. These areas were the focus of both her master's thesis and doctoral dissertation. The approach she developed to the teaching of literature in ESL has a strong dramatic base and focuses on integrating the teaching of literature with the teaching of language and culture, especially American culture. She has been using this approach in her own teaching ever since. Stern has made numerous presentations at TESOL, CATESOL, and other conferences for local and international groups of teachers. She has also written a number of articles and book chapters in these areas, coauthored an ESL writing text, and dedicated her sabbatical projects to developing a series of literature modules for plays, poems, and novels that put into practice this integrated approach to literature.

The day will begin with a complimentary continental breakfast and time to browse the publishers' exhibits. Dr. Stern's presentation will begin at 9 a.m. Lunch catered by Thai Basil is available for \$10 by advance purchase at the time of preregistration.

Registration Information

To register, visit www.catesol.org and click on "conferences" and then "chapters." You can download the registration form or complete it online.

CATESOL members	\$35
CATESOL nonmembers	\$45
CATESOL member students*	\$15
CATESOL nonmember students*	\$25

*Show proof of current enrollment by emailing your current schedule of classes or a copy of your current student ID to Catherine Whitsett at mizzwhit@juno.com.

Payment can be made by check if via mail or credit card if registering online. The deadline for preregistration forms and payment to be received is **February 17, 2012**. Questions? Contact Orange County Chapter Coordinator Zena Sekimoto Wu at Zena.Wu@unx.uci.edu.

Barbara Luther is associate faculty at Irvine Valley and Saddleback Colleges and Santa Ana College School of Continuing Education.

Fall Workshop

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The heart of the presentation was in the seven technologically enhanced task designs.

First was the intuitive-learning-oriented presentation. Video examples included a clip from the movie *Up*, in which the modal "could" was used by a Wilderness Explorer scout trying to help an old man: "I could help you do this and that." After the audience came up with more examples, John explained the use of "could" to express politeness. To teach the spatial use of "in," he had video images of being "in a city, in a lake, in a tree, in the class, and kittens in a cup.

The second task was the imitative learning task. John showed a clip from a Bill Cosby performance, the Sword Through the Head in the Box Trick, which he had taped. He gave us a cloze and we were to fill in the preposition-rich text. This worked with phrasal verbs and intonation as well. Participants also used technology as we used the classroom computer to type in our answers. This provided contextual support and some interaction. Follow-up activities could lead into a role-play.

The third task was intensive learning. Here he began to engage the students in manipulative practice. He had various slides with pictures and factual statements: Two examples were:

1. With a cup of noodles: Noodles _____ (be) first _____ (make) in China around 1,000 B.C.
2. With chocolate: Chocolate _____ (be) first _____ (bring) to Spain in 1580.

He then put a series of these on split flash cards and had students mix and match. The animated feature film *Ratatouille* provided another example. Students could look at the video and explain what they saw to partners. For example, the rat is "under/in/on/on top of" various kitchen furniture and items. Other images provided the opportunity to ask, "Where are the birds, the monkey, the fighter jet, and so forth?" For the third example, he used Google maps (or the world political map or *National Geographic*) to teach geographic entities with the article "the." Where are the Philippines, the Seychelles, and so on? In this way he made visual the use of "the" with island groups, mountain groups, oceans and seas, rivers, channels, and certain countries.

The fourth task included limited and guided responsive tasks. He cited an idea he had gotten from Susan Gaer (in a previous CATESOL LA Regional Conference) about using a clothes-buying website, such as Lands' End. At the most fundamental level you can ask about size, price, and color. To teach the comparative "-er," he used the following site: www.MVM.com to the option "create a look." We could change the features of the model by making her taller, shorter, lighter, darker, thinner, older, and so on. He also used error correction in which he compared native speakers with an ESL error in using adverbs: "Don't drive tiredly." He had 10 or more shots for answering the question: "What's wrong?" The pictures revealed: He has a cold, a fever, a runny nose, a cough, a backache, and so forth. A third activity practiced "will" versus "be going to." He showed slides that illustrated: "He's going to fall," or "He's going to sneeze," or "The car is going to hit the deer." He also discussed the use of "about to" for a very immediate situation. John recommended using video and stopping it to make predictions using the structures taught.

The fifth task was interactive, which still provided scaffolding but gave students more freedom. The video clip selected came from a sequence in an *Indiana Jones* film with the line, "I can't hold you." Students could role-play,

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Fall Workshop

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discuss, have an extended conversation, or describe.

The sixth task was the extensive learning task, which used the same video at a more advanced level. He provided some vocabulary and played the video. Follow-up student activities included writing a short dialogue using the words or summarizing a paragraph that described what happened. This scene also elicited the passive voice. This task level provided manipulation at the lexical sentence and discourse levels. It also gave attendees an opportunity to collaborate and receive feedback.

The last task involved developing learners' metalinguistic awareness, which is a necessary step to help them avoid making the same errors. He played the song "If Only I Could Turn Back Time" to discuss the use of "could" in expressing wishes. Students discussed the meaning of the lyrics with partners and expanded on it.

Dr. Liang provided the 91 attendees with a list of free resources we could download, how to download and record videos, and some final rules and thoughts. He emphasized that visuals presented should be more visual than text driven and not have more than one rule per PowerPoint slide. He encouraged us to help students become researchers. His last thoughts were put into four Cs:

Content: Carefully select material to help students develop their grammar knowledge and skill.

Connection: Use technology to help connect learner with material, learner with learner, teacher with learner, and learners with themselves.

Challenge: Provide students with good scaffolding to prepare them for tasks that are increasingly challenging.

Change: Effect change in the level of the learner's knowledge and in his or her heart or attitude toward grammar, English, and learning.

Indeed, our hearts were changed, too. With Dr. Liang's own heart, passion, and good humor, a world of possibilities opened



Presenter John Liang (back row, third from left) at the OC fall workshop

up. Another attendee's comment provides a fitting conclusion: "A wonderful overview of the role technology can play to enhance classroom instruction and how it can be creative and foster communication and teach grammar."

Participants who came early had a continental breakfast and visited the exhibits. Generous breaks allowed for additional ample time to mingle with and meet other instructors, visit the publishers' displays and poster sessions, presented by Daniella Silva, I.E. Foisia, and Tammie Tran, and enjoy a cup of coffee. Our delicious boxed lunch, available for a nominal fee, was provided. Many thanks go to Biola University, Chapter Coordinator Zena Wu, our publishers, and all the OC CATESOL officers. Mark your calendars now for our spring workshop featuring Dr. Susan Stern on "The Dramatic Use of Literature in ESL" on Saturday, March 3, 2012, at California State University, Fullerton.

Carol Bander is professor of ESL and German at Saddleback College and a former president of CATESOL. She gratefully acknowledges the careful review and editing by John Liang and Zena Wu.

Saroyan

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table characteristics: its grape crop.

The new website has other unique and interesting features. For example, one page features TESOL instructors' teaching experiences from around the world. Kristi Vanderhoof teaches English learners in Oaxaca, Mexico, and contributes a quarterly journal response. She writes of her experiences getting a visa, arriving at her new assignment, and various pedagogical insights. From Japan, John Wilson shares his experiences in creating a system for remembering his

students' names at the university where he teaches. The chapter is seeking journal responses from around the world.

Creating transparency is also an important issue. The chapter's treasurer, Kelly Schroeder, has uploaded the chapter's docs to PBworks, which is an online storage site. The chapter believes that public access to all of its documents should be a priority and goal.

Various board members have also grouped together to plan smaller workshops. Sande Wu, the IEP representative who teaches at the American English Institute at CSU, Fresno, and Jennifer

Rios, the graduate student representative, organized a lesson-planning workshop. Sande said, "We held the workshop to promote professional development. Teachers were encouraged to bring copies of their favorite tried-and-true lesson plan to share with their colleagues. Their lesson plans are to be posted on the chapter's website."

We're on the right track, and we're working on new goals. Tommie Martinez, former coordinator for the past three years and board member for the last eight, said, "I think that all the new progress is great!"

Online Education

Continued from page 10

teaching practices? Answer ... a paycheck! While most colleges cut budgets, freeze hiring, and reduce faculty, online “universities” attract instructors with employment opportunities. If we continue pretending that it is ethical for ill-prepared students to delude themselves by buying worthless degrees, that it is ethical for “part-time, temporary, contingent” faculty to scramble for scraps of employment at schools that shouldn’t be accredited, and that none of this will taint our traditional institutions of higher education, then rude awakening awaits us.

The California State University system plans to launch “CSU Online” in early 2012. This is a clear indication that some traditional schools plan to move toward the online model despite the dismal track record of such entities. As *The Chronicle of Higher Education*’s Eric Kelderman noted late last year, “Critics see online education, offered in particular by for-profit colleges, as the dark underbelly of higher education, with the quality of Internet courses second to the greed of unscrupulous investors.” In response to these inadequacies, the Western Association of Schools and Colleges (WASC) is considering more stringent requirements for such online colleges (Kelderman, 2011).

Perhaps, if traditional public schools move into this realm, standards will improve in this online environment. Perhaps. However, with the history of institutions of higher education relying on transient instructors such as Walters as a means of cost cutting, we don’t feel confident that the online environment will soon offer a magic spell for student success and retention.

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Kelderman, E. (2011, Nov. 6). Online programs face new demands from accreditors. *The Chronicle of Higher Education*. Retrieved December 13, 2011, from <http://chronicle.com/article/Online-Programs-Face-New/129608>

Tad Walters teaches English at Cuesta College, Cal Poly University, and with an online university. Community College Level Chair Anthony Halderman teaches English at Cuesta College and Cal Poly University.

Cadiero-Kaplan

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ment, including *The Literacy Curriculum and Bilingual Education: A Critical Examination*.

Besides formerly serving as president of CATESOL, she also is past vice president of the CATESOL Education Foundation and current president of Californians Together. In a note to her CATESOL colleagues, she wrote, “Thank you all for your great words and support. If you would like to email me directly please do so at: kcadiero@gmail.com. I am so grateful to the work of CATESOL, the leadership it provides to the state, for it is in part the strong support and opportunities CATESOL has provided me over the years that has contributed to my work and expertise this area. I look forward to being able to represent the needs of English learners at the state level and also have the opportunity to reach out to many of the current and past members of CATESOL for support and input in the year ahead.” She will join the CDE in mid-January.

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(You may choose more than one.)

- ☐ Elementary
- ☐ Secondary
- ☐ Adult
- ☐ Community College
- ☐ University/College
- ☐ Intensive English Program

3. Please select the position at which you work.

(You may choose more than one.)

- ☐ Teacher (full time)
- ☐ Teacher (part time)
- ☐ Student (minimum 6 units)
- ☐ Aide (full time)
- ☐ Aide (part time)
- ☐ Administrator / Supervisor (full time)
- ☐ Administrator / Supervisor (part time)
- ☐ Teacher Trainer (full time)
- ☐ Teacher Trainer (part time)
- ☐ Other

4. Please select up to TWO interest groups.

- ☐ Intercultural Communication (ICIG)
- ☐ Nonnative Language Educators' Issues (NNLEI)
- ☐ Part-Time Educators (PTEIG)
- ☐ Technology Enhanced Language Learning (TELL)
- ☐ Teaching English in the Workplace (TEW)

5. To which Listserv, Ning page, and/or Facebook page would you like to subscribe? (You may choose more than one.)

- ☐ Adult
- ☐ College / University
- ☐ Community College
- ☐ Elementary
- ☐ Intensive English Program
- ☐ Intercultural Communication (ICIG)
- ☐ Nonnative Language Educators' Issues (NNLEI)
- ☐ Part-Time Educators (PTEIG)
- ☐ Secondary
- ☐ Socio-Political
- ☐ Student
- ☐ Teaching English in the Workplace (TEW)
- ☐ Technology Enhanced Language Learning (TELL)
- ☐ Your local CATESOL Chapter (if available)

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Upcoming Events

2012

March 3

Orange County Chapter Workshop
“A Dramatic Approach to Literature
in ESL”

March 10

San Diego Chapter Workshop
“Teaching Middle-Eastern Students”

March 29-31

46th Annual TESOL Convention,
Philadelphia

April 12-15

43rd Annual CATESOL Conference,
Oakland
“Deeply Rooted, Always Growing”

Deadline for
Spring
CATESOL News:

March 1, 2012

Partnership

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search at the same time, as this approach increases student success in all areas: reading, writing, listening, and speaking.

The Hollywood Classroom lessons are CASAS-certified brain-compatible lessons featuring integrated skills. Based on top box-office films, these reproducible lessons contain three levels (high-beginning, intermediate, and low-advanced) for each film. There are more than 1,000 pages of lessons equaling more than 1,000 hours of instruction. Many brain-based principles are embedded into the Hollywood Classroom Learning Project. For example, all characters framing the lessons are caricatures of famous actors, as in Angelina Jolips, Mel Gobson, or Johnny Deep. This approach gets both student and teacher laughing, creating the perfect brain chemistry for teaching and learning. Another key element to the brain-based approach is flexibility. When one encounters, for instance, a multilevel teaching situation, as is so often the case, a teacher can form groups of students based on common grammar struggles; then, pulling from all three levels of the Hollywood Classroom, the instructor can tailor the instruction but use the same content, namely, the film, thus a ready-made multilevel application. Another key element of brain-based teaching and learning, especially for retention of information, is repetition. The Hollywood Classroom lessons are perfect for this because the film content is broken down into grammatically digestible chunks. The content, however, remains the same. The result is that as students complete their grammar worksheets, they become intimately familiar with the film's characters and plotlines. The repetition is painless, especially when it culminates with the enjoyable act of getting to watch the film. Because of the repetition, the comprehension of the movie for English language learners skyrockets.

It is indisputable that how the brain works is particularly suited to movies. One brain rule is that people don't pay attention to boring things, and these blockbuster films are anything but boring. Another brain rule is that emotional arousal helps the brain learn. Since students love these movies, their emotions are engaged and learning is

more efficient. It's a rare movie that doesn't arouse some kind of emotion. Further, 50% of the Hollywood Classroom's films are comedies, especially valuable in lowering students' stress levels. The fact is, brain function radically improves the lower the stress level. Then there's the rule of sensory integration. Movies are perfect for this, too: sight, sound, and moving pictures, not to mention that the learning is contextualized with a focus on everyday situations. It's also important to note that vision trumps all other senses, again making movies the ideal brain-compatible medium. Finally, because human beings are born imitators with “mirror neurons” scattered across the brain, if movies are carefully selected to be particularly relevant to students' lives, students imitate what language they see modeled in the films and absorb vocabulary at an astonishing rate (as long as the subtitles are employed during viewing).

The 10 movies for which lessons have been developed so far include: *The Terminal* (PG-13) and *Liar Liar* (PG-13) [Vol. 1]; *Super Size Me* (PG) and *Mrs. Doubtfire* (PG-13) [Vol. 2]; *The Rookie* (G) and *Big* (PG) [Vol. 3]; *Twins* (PG) (600) and *Cinderella Man* (PG-13) [Vol. 4]; and *Green Card* (PG-13) and *Kate & Leopold* (PG-13) [Vol. 5].

The HCLP offers schools the opportunity to receive these reproducible lessons along with two full days of free flex training on brain-based teaching and learning. Specifically, the professional development modules from which schools can choose are:

1. A general introduction to brain-based teaching and learning;
2. Brain-based teaching and learning teaching strategies;
3. Lowering stress levels;
4. Tools for student engagement;
5. Enhancing memory function; and
6. Teaching with poverty in mind.

If you're interested in learning more about this project, attend the workshop being given at the annual CATESOL Annual Conference in Oakland. At this date we have no confirmed time. We look forward to seeing you to share this delightful opportunity!