

VATESOL Newsletter

February, 2005

Vol. 8, Issue 2

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President's Message

By Dudley Doane

Dear Colleagues,

Thanks to changing demographics in Virginia, the work of VATESOL members is of growing importance to all citizens of the Commonwealth. We are the people who make sure that no English language learner is left behind - in the preK-12 system, in higher education, in the workplace, and in our communities. As president of VATESOL, I look forward to working with you to support English language teachers and learners across Virginia.

Goals for my term as president (Oct., 2004 - Sept., 2005) include: reviewing our administrative organization and the responsibilities of our officers, strengthening our relationship with VESA as well as our relationship with the Virginia Department of Education, maintaining active communication with TESOL, exploiting the benefits of our TESOL affiliate status, continuing the expansion of our fall state-wide conference, and increasing membership.

Dudley Doane directs Summer Session, January Term, and the Center for American English Language and Culture at the University of Virginia.

Spring Calendar

- * VESA Conference, Richmond, 2/25 -26
- * TESOL Conference, San Antonio, TX, 3/30-4/2
- * VATESOL Western Regional Workshop, Roanoke, 4/23
- * Call for Presentation Proposals for the VATESOL Fall Conference, 5/20

Benefits of Membership in VATESOL

- Networking and Sharing
- Newsletter
- Conference and Workshops
- Discounts for VATESOL & WATESOL Events
- Travel Grants
- Liaison with TESOL
- Listserv and Website

A regular membership costs \$15/year. A student membership costs \$7.50/year. For a membership application, visit www.vatesol.org.

Membership Report

By Karen Medina

We have a total of 113 members, 44 of whom are brand-new. Although we had 134 members last year, that was at year's end. Membership continues all year, so we have quite a few months left to go. Of the 44 new members, 17 identified elementary ed as their primary interest, 10 identified secondary ed, 6 identified adult ed, 8 identified higher ed and 3 identified everything as of interest.

Karen Medina directs the English Language Center at Old Dominion University in Norfolk.

Phased Implementation for iBT/Next Generation TOEFL

ETS announced on Feb. 22, 2005 that it will NOT attempt worldwide implementation of the iBT TOEFL in September though plans for the U.S. launch of the new test in Sept., '05 remain unchanged. A country-by-country rollout schedule will be available in November. The TSE and both the PBT and CBT TOEFL will be offered until implementation of the iBT TOEFL is completed.

www.vatesol.org – A Rich Resource

Thanks to the efforts of Ross Retterer, the VATESOL website provides important information to both members and non-members. Under “Web of Knowledge,” the “Getting Ahead” and “ESL Resources” links are particularly useful. “Getting Ahead” highlights Professional Development Opportunities and provides Employment Links. “ESL Resources” includes resources for both teachers and students. Ideas are welcome, contact Ross a rossr44@hotmail.com.

Support TESOL's Awards Program!!

Help raise funds to support TESOL's awards and scholarships program by contributing an item to the TESOL Raffle, held each year at TESOL's annual convention. TESOL awards recognize excellence in the profession, and help defray the costs for selected graduate students and teachers attending the annual convention.

At the 38th Annual Convention, the raffle raised nearly \$7,000 for TESOL's (cont. p. 3)

TESOL Awards Program (cont.)

awards program. TESOL's raffle team and local coordinators are intent on breaking this record-and you can help!

Please consider making a donation to the TESOL Raffle, which will be held at the 39th Annual Convention in San Antonio, Texas, USA, March 30-April 2, 2005.

If you will bring your donation with you to the convention, please fill out the attached form, and send it to Jane Kaddouri, Development Manager by February 4, 2005 via e-mail at jkaddouri@tesol.org or fax at +1-703-836-7864.

If you have any questions or would like further information, please contact Jane Kaddouri at 703-518-2539.

Thank you for your generous contribution, and your continued support of your colleagues.

Note: A "Virginia Care Package" has been donated to the TESOL raffle on behalf of VATESOL.

Affiliate News: TESOL Position Papers on Citizenship Exam and Multilingualism

By Dudley Doane

TESOL published position papers on the redesign of the U.S. citizenship and multilingualism in October of 2004. In the paper on the citizenship exam, TESOL urges test developers to continue to seek guidance from adult educators at each design step to ensure that the test is fair and appropriate for the many

examinees who have limited experience with formal education and standardized test formats.

In the second paper, the TESOL Board of Directors express support for multilingualism among all learners at every age and level and encourage development of programs that foster skills in both first and additional languages.

Position papers provide TESOL a means to influence public policy that involves issues related to the field of English language teaching.

The TESOL Board of Directors are currently considering a position paper on NCLB definitions of a highly qualified teacher. In December of 2004, VATESOL members and their colleagues were invited to comment on the draft statement, which appears below:

"Under the No Child Left Behind Act of 2001 (NCLB), a new set of guidelines for teachers preparedness have been established to ensure that a "highly qualified" teacher is in every classroom in the United States. With its primary emphasis on core subjects and content-area mastery, the definition of a highly qualified teacher under NCLB does not readily recognize those specialists who have received training to address the instructional needs of English language learners, such as English as a second language (ESL) or bilingual educators. Teachers of English language learners who are certified in bilingual education, ESL, or English for Speakers of Other Languages (ESOL) have not only met the core curriculum requirements in (cont. p. 4)

Affiliate News (cont.)

education, but have also received specialized training in second language acquisition, linguistics and applied linguistics, language pedagogy and methodology, literacy development, curriculum and materials development, assessment, and cross-cultural communication. Effective teacher education programs, such as those that follow the TESOL/NCATE P-12 ESL Teacher Education Program Standards, not only prepare teacher candidates in core content areas and teaching competency, but also in the specialized skills necessary to teach in linguistically diverse and cross-cultural settings. Therefore, TESOL recommends that the definition of 'highly qualified' under NCLB be broadened to recognize those bilingual and ESL educators who have met the qualifications and are fully certified by their state."

The decision of the TESOL Board of Directors on the draft statement on a highly qualified teacher should be available next month.

For more information on TESOL Position Papers, visit the Professional Issues section of the TESOL web site at www.tesol.org.

Reflections on "Inclusion"

by Jo Tyler

At the October, 2004, VATESOL meeting, several ESOL teacher educators and program administrators gathered to discuss common issues. One topic that dominated the discussion was "inclusion." I put that word in quotation marks because the term "inclusion" is typically associated with special

education, not English as a second language. However, many school divisions in Virginia are moving toward an "inclusion" model for ESOL programs. For both ESOL and special education, "inclusion" means a program model in which special needs students are placed in the mainstream classroom for the majority, if not all, of the school day. But in many cases, that's where the similarity between ESOL "inclusion" and special education inclusion ends. In this article, I will reflect on some of the major concerns that ESOL teachers, program administrators and teacher educators have about the current "inclusion" movement.

I can remember back in the 1970's when inclusion for special education was first being discussed. In those days it was called "mainstreaming." The theory was that if handicapped students were integrated into the mainstream classroom, they would learn social and life skills by interacting with their peers and, more importantly, their peers would learn to accept those with physical and mental handicaps. This educational ideal was eventually put into practice and mandated by the Individuals with Disabilities Education Act. Today virtually every school in the country has special education teachers working alongside content area teachers in classrooms where instruction is differentiated for the abilities and disabilities of different students. Special education teachers undergo rigorous training, not only to be able to serve students with different special needs, but also to collaborate effectively with other teachers.

Some of the same ideals that motivated
(cont. p. 5)

Reflections on “Inclusion” (cont.)

inclusion for special education students are also cited as a rationale for ESOL “inclusion.” Numerous influential second language acquisition experts have recognized the importance of interaction with speakers of the target language as an essential ingredient to success. Cummins, for example, states that

Access to interaction with English speakers is a major causal variable underlying both the acquisition of English and ESL students’ sense of belonging to the English-speaking society; the entire school is therefore responsible for supporting the learning and need for interaction of ESL students, and ESL provision should integrate students into the social and academic mainstream to whatever extent possible. (1994, p. 54)

But Cummins is quick to point out that this “*certainly does not imply placement of ESL students into regular classrooms without provision of additional support for both students and their teachers*” (1994, p. 55, emphasis added). The main difference between special education inclusion and so-called ESOL “inclusion” is precisely this: the provision of adequate support for the students and teachers. If ESOL students are spending more time in mainstream classrooms without adequate support, and without teachers trained in second language acquisition, then the model should be called “submersion” (sink-or-swim) rather than “inclusion.”

The “inclusion” movement for ESOL students stems not only from the ideal of social integration and the benefits of interaction with native speakers, but also from the implementation of No Child

Left Behind (NCLB). Because of the strict demands for content area instruction to be delivered by “highly qualified teachers” and for all students to pass tests like the Standards of Learning, many schools assume that NCLB requires ESOL students to be placed in mainstream classrooms. This is a false assumption! NCLB does not mandate “inclusion”; in fact it actually contains provisions for bilingual education. Furthermore, NCLB clearly requires schools to provide LEP students with the language instruction that will enable them to compete in the mainstream classroom (Sec. 3102). What it does not do, however, is require that ESOL teachers be “highly qualified.” (ESOL teachers are, in fact, the only teachers who do not have to meet the “highly qualified” standards of NCLB.) Because of this, schools find themselves between a rock and a hard place with regard to ESOL programming. The “inclusion” movement for ESOL in schools today seems to have arisen from the emphasis on content instruction without consideration of the need that ESOL students have for language instruction, even though both are mandated by NCLB.

The “inclusion” model that many schools adopt for ESOL falls far short of the model used for special education. Co-teaching is rarely used, so ESOL students are generally left to flounder in mainstream classrooms without the necessary differentiation of instruction that will improve their language skills. And without co-teaching, there is almost no co-planning. Most K-12 ESOL teachers report numerous barriers to their ability to design content based language instruction, such as no
(cont. p. 6)

Reflections on “Inclusion” (cont.)

common planning period with content area teachers, limited communication or access to lesson plans, textbooks and teaching materials used in mainstream classrooms, and other logistical difficulties. Even when ESOL teachers are placed in the same classroom alongside content area teachers, the ESOL teachers are often relegated to the role of teacher’s aide, with little or no collaboration taking place.

The primary advantage of having ESOL students in the same classroom with native speakers is socio-cultural. Not only do ESOL students learn about the school culture as well as the wider society of their peers, but the education and cross-cultural understanding of their native speaking peers is enriched through interaction with ESOL students from different backgrounds. Especially for students from the mainstream middle class American culture, this is a significant advantage of “inclusion.” An important advantage for ESOL students is development of basic interpersonal communication skills (BICS). As Cummins has pointed out, ESOL students acquire BICS quite rapidly through meaningful, context enriched interaction with native speakers (1994, p. 42). BICS provides an important foundation upon which cognitive academic language proficiency (CALP) is developed.

CALP, the academic language of the content areas, is cognitively demanding and context reduced, and therefore can take five to seven years to develop, and even more for students not in the best learning environments (Collier & Thomas, 1997, p. 56). In order to acquire CALP, ESOL students need

content-based language instruction, instruction in effective language learning strategies, and an instructional environment that builds on their native language skills and values their background culture. These are the essential ingredients typically missing from “inclusion” models that simply place students in content area classrooms without teachers who are “highly qualified” in second language instruction. In such environments, ESOL students cannot really be “included”, because they will be constantly behind their peers in development of the academic language skills needed to acquire content area knowledge.

Recent statistics indicate that ESOL students comprise about eight percent of the school population nationally, while special education students comprise 13 percent (National Center for Educational Statistics, 2003). However, the percentage of ESOL students is growing at a much faster rate than the percentage of special education students.

Furthermore, ESOL students are counted in the statistics for only about three years, but because CALP development takes longer than that, the statistics do not reflect the number of ESOL students who should be receiving specialized instruction. However, the most crucial difference between ESOL and special education students is that when ESOL students enter the school system, they generally do not speak English. While obvious, this fact seems to be ignored in some of the current implementations of ESOL “inclusion.” Newcomers should never be expected to learn content material through a language they do not comprehend. Merely placing these
(cont. p. 7)

Reflections on “Inclusion” (cont.)

students in a content area classroom, even one taught by a caring, culturally sensitive teacher, is certain to leave them behind. ESOL students need teachers enough trained ESOL teachers to meet the growing demand.

A nationwide longitudinal study by Collier and Thomas showed that ESOL students who were given content area instruction along with second language instruction performed about 10 points higher on average than students in traditional pull-out programs when they graduated from high school (1997, p. 53). However, the study also showed that this 10-point advantage still left them about 16 points behind the average native speaking student on end-of-course standardized tests. While incorporating content-based instruction with language instruction, as would occur in a well designed “inclusion” model, is better than traditional pull-out models, it still leaves ESOL students behind in terms of meeting NCLB standards.

So what can be done? Collier and Thomas also found that two-way bilingual programs provide the best of both worlds—these are programs in which ESOL students and native English speaking students study a bilingual curriculum together. Both groups of students develop social skills and cultural understanding, both groups of students acquire academic language skills in a second language, and the minority language is institutionally valued. When students in these programs graduated from high school, they performed on average about 11 points better than the typical native speaker on standardized tests (Collier & Thomas, 1997, p. 53). This research

suggests that school divisions with a large enough number of ESOL students of the same language background should begin developing such two-way bilingual programs. Such programs could supplant the popular foreign language enrichment programs that are cropping up in some elementary schools in Virginia, and could expand the standard foreign language programs at the secondary level.

In school divisions with smaller numbers of ESOL students, or with students of widely varying language backgrounds, bilingual programs may not be feasible. However, in these school divisions, because of the smaller numbers, some of the logistical problems mentioned earlier can be addressed more efficiently. Before adopting an “inclusion” model, administrators, ESOL teachers and content area teachers should work together to develop a school-wide plan for collaborative teaching, with the goal of teaching ESOL students the language skills they need to compete with their native speaking peers while enabling them to keep up with the mandated content curriculum. With advance planning and teamwork, schools can have “inclusion” that is truly inclusive.

References

Cummins, Jim. 1994. The acquisition of English as a second language. In Spangenberg-Urbschat & Pritchard, Robert (Eds.), *Kids Come in All Languages: Reading Instruction for ESL Students*, Newark, DE: International Reading Association, pp. 36-62.

(cont. p. 8)



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Thomas, Wayne P. & Collier, Virginia. 1997. *School Effectiveness for Language Minority Students*. Washington, DC: National Clearinghouse for Bilingual Education.

Jo Tyler is chair of the VATESOL Teacher Education and Program Administration SIG, and associate professor of linguistics and education at the University of Mary Washington.

Update on Policies for Limited English Proficient (LEP) Students under the No Child Left Behind Act of 2001 (NCLB)

By Val Gooss

The Virginia Department of Education is pleased to provide information to the field regarding the requirements for limited English proficient (LEP) students under the No Child Left Behind Act of 2001. This information includes updates on assessment as well as professional development opportunities.

As a part of the Title III accountability, state and Title III sub-grantees must

meet annual measurable achievement objectives (AMAOs) for reading and mathematics, also known as adequate yearly progress targets. For 2003-2004, the target was 61% in Reading/Language Arts. For 2004-2005, the target is 70%. In mathematics, the target for 2003-2004 was 59% and for 2004-2005 it is 70% as well.

The second assessment requirement specific to LEP students is the measure of English language proficiency. The state and Title III sub-grantees must report the progress by reporting the number of students who move from one level of proficiency to the next as well as the number of students who are no longer designated as LEP. Non-LEP students are defined as those students who maintain full English proficiency by scoring at the proficient level on the reading and writing portions of the English language proficiency assessment for two consecutive years after leaving formal instruction. The targets for the 2004-2005 school year are 15% for proficiency and 25% for progress.

For the 2004-2005 school year, Virginia will use the Stanford English Language Proficiency (SELP) test as its assessment of English language proficiency. During late January and early February, six regional train-the-trainer workshops were conducted across the state to provide assistance in the administration of the SELP. The SELP has undergone changes and has been augmented based on feedback from teachers in Virginia. New this year is an assessment designed specifically for kindergarten and first grade. The Virginia Department of Education will provide the funding for the SELP for 2004-2005.

(cont. p. 9)

Update on LEP and NCLB (cont.)

Beginning in 2004-2005, Form A of the SELP, which was administered during 2003-2004, may be used as a placement test. This is a local decision and not a state-required placement test. If a school division chooses to use the SELP form A, as a placement test, they must provide the funding and score it locally.

Recently, the state has made the decision not to use the English Language Development Assessment (ELDA) currently under development by the Council of Chief State School Officers (CCSSO).

As a reminder for 2004-2005, all LEP students at English language proficiency levels 1-4 in grades K-12 must take all four components (listening, speaking, reading and writing) of the SELP.

The chart below shows information on the inclusion of LEP students in SOL assessments for NCLB.

SOL Assessments	LEP students in first year of enrollment in a US school	LEP students grades 3,5,8 level 1 or 2	LEP students grades 3,5,8 level 3 or 4	End of Course Exams
Reading/ Language Arts	May use reading component of ELP	May use reading component of ELP	Must take regular SOL	Must take regular SOL
Mathematics	May take plain English mathematics SOL	May take plain English mathematics SOL	Must take regular SOL	Must take regular SOL

For 2004-2005, the department of education will continue to provide professional development. Currently, the department of education, in partnership with George Mason University, is sponsoring a graduate course titled Reading and Writing Strategies for LEP students at three sites across the state. The department plans to offer the course again during the summer of 2005. Also during the summer of 2005, the department will repeat the Parents Educating Parents (PEP) program. Three documents designed to provide additional assistance in the field are currently in draft form. These documents include a revised ESL teacher and Administrators Handbook, a document to provide support for English/Language Arts as well as a handbook on parent involvement titled Best Practices for LEP Parents.

The Virginia department of education continues to be committed to providing essential information as well as technical assistance to educators and stakeholders across the Commonwealth.

Val Gooss is the ESL Coordinator for the Virginia Department of Education.



Teach to the test? Maybe it's a 'Good Thing'

By Kieran Hilu

At our IEP, we have spent countless hours trying to convince students they should concentrate their study on academic English, not "TOEFL" English. This has often been a hard sell. However, with the changes to the TOEFL, we may be able to achieve our goal of strengthening our students' academic English under the guise of "teaching the TOEFL". In short, we will now be able to say, "You need to take pronunciation because it's on the TOEFL." "You need to practice listening and speaking because they are both on the TOEFL." "You need to focus on academic tasks because they are on the TOEFL"!!

As of September, 2005, students will be able to take the Next Generation TOEFL. This test focuses on integrated academic tasks that include listening, speaking, reading and writing. The new components will focus on authentic language with appropriate content for academic settings. There will be integrated tasks where students will be asked to read, listen and speak as in an academic setting. The test is internet-based and score reports will be more detailed, with diagnostic feedback.

The Next Generation TOEFL has four sections:

Reading – There will be three academic reading passages followed by comprehension questions to measure understanding and analytical skills. In addition to questions similar to the current computer-based TOEFL (CBT), students will have to demonstrate

understanding by completing a table or narrative summary. They may also have to choose a correct paraphrase of the reading.

Listening – Questions will be based on two conversations and four lectures in addition to familiar question types from the CBT. There will also be new questions which check a student's ability to gauge a speaker's attitude and meaning.

Writing – One task will be similar to the writing section of the Test of Written English on the CBT. There will also be an integrated task which involves reading a passage, listening to a lecture and then answering a question which relates the key points of the lecture to the reading passage. Students will be able to take notes.

Speaking – Two tasks involve responding to prompts similar to the TWE. There are also two tasks which require students to read a short passage and listen to a short talk. The students will then answer questions requiring them to combine information from both. One task will be campus-related, the other academic in focus. Finally, the last two tasks require students to summarize key ideas after listening to academic-based and campus-based talks. Students will be able to take notes for the final four tasks. Scoring for this segment of the test will be based on delivery (pacing, pronunciation, intonation, overall intelligibility), language use (grammar, expression of ideas, vocabulary use), and topic development (progression of ideas, level of detail, relevant information).
(cont. p. 11)

Teaching to the Test? (cont.)

The length of the new test is about four hours. The costs have yet to be determined but are to be competitive with similar tests. More detailed test description, scoring information and sample test questions can be viewed on the ETS website at www.ets.org/toefl/nextgen/

In response to the new focus of the test, instructors at our IEP have met to review our curriculum to ensure we are meeting student needs relevant to the test. While we are satisfied with our focus on reading, writing, and listening skills, we feel our curriculum needs to have additional focus on the spoken English component. Thus, we plan to do the following:

Start educating students about the test, especially our lower level students who will be taking the test in September.

Include at our intermediate level a one hour class focusing strictly on speaking. In “Orientation to Blacksburg”, students will explore the community and have numerous activities which require them to use their spoken English in authentic settings both off and on campus. Ascertain that each two-hour core class has sufficient integrative activities.

Incorporate basic summary writing and oral paraphrasing activities even at the lower levels.

In our Academic Listening class, ask students to *orally* summarize lectures and comment on them in addition to their note-taking practice.

Have additional extemporaneous speaking activities where students will speak for at least one minute.

Work on developing rubrics for each level to identify appropriate tasks and assess student performance specifically in terms of spoken English.

We have also found *The Michigan Guide to English for Academic Success and Better TOEFL Test Scores* by Mazak, Zwier and Stafford-Yilmaz 2004 useful for its examples of test questions and correlations of test tasks to academic tasks.

While it is not yet possible to judge the to Next Generation TOEFL itself, we are excited that its change in content will have a positive effect in helping us prepare students for success not only on the TOEFL but also in their academic careers. In the meantime, I would appreciate your feedback on the new test and what if any adaptations you are making. I will share your ideas in the next newsletter.

Innovation as a Survival Strategy for IEPs – A Request for Feedback

At the TESOL Conference in San Antonio, March 30-April 2, I will be chairing a discussion session on what IEPs are doing to meet today’s challenges of lower enrollments, visa difficulties, SEVES fees, etc. I would love to share what programs in our area are doing. In return, I will summarize the strategies and ideas I learn from other programs across the country and report back to you. Please email your concerns, questions to ask, or ideas that are working for you to me at kieranh@vt.edu. Thanks.

Kieran Hilu is Curriculum Coordinator at the English Language Institute of Virginia Tech.

Updates in Adult ESOL

By Nancy Faux



We are offering two **ESOL summer institutes** this year! The institutes have been designed to be intensive experiences that build a sense of community in a supportive environment. Both will begin at noon on one day and end at noon on the next. There will be evening activities as well. Two content strands will be available to participants at both institutes.

The dates are:

July 14-15, *ESOL Summer Institute – Shenandoah Valley* at James Madison University

- Workplace ESOL (for experienced practitioners)
- TESOL for teachers in their first year of teaching ESOL who have not taught adults, and/or have no or limited training in ESOL.

July 25-26, *ESOL Summer Institute – Tidewater* at the College of William and Mary

- TESOL for teachers in their first year of teaching ESOL who have not taught adults, and/or have no or limited training in ESOL
- Program Management for beginning ESOL programs.

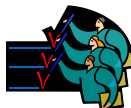


ESOL Basics Online. This highly acclaimed online course is designed for new ESOL teachers and volunteers. Learn at your own pace from the comfort and convenience of

your home or office. Participants receive a certificate upon completion. The class is led by an experienced ESOL instructor and a technical facilitator, who are both available to help you throughout the entire eight-week course, which, by the way, is free to Virginians. Our spring course will begin on April 4. Please contact Lauren Ellington by email at: lellington@vcu.edu or by phone at: 800-237-0178. Deadline for registration is Wednesday, March 23.



Check out the Virginia Adult Learning Resource Center's web page for zillions of resources for teaching Adult ESOL. We can be found at www.aelweb.vcu.edu. Just click on Resources and then on ESOL. Also of interest are our publications, especially the *Health Literacy Toolkit*, the *ESOL Starter Kit*, and the *Fairfax Family Literacy Curriculum*. While you are at it, view our Calendar of Events to see if there is a workshop for you in your own backyard!



As you read this, an expert group of Virginia ESOL practitioners is coordinating the development of **Content Standards for Adult ESOL**, which will provide a framework for instruction and assessment throughout the state in adult education programs. Look for further reports on this exciting news this summer at the institutes.

For further information, please contact: Nancy Faux, ESOL Specialist, at nfaux@vcu.edu or 1-800-237-0178.

VATESOL Newsletter Submissions

VATESOL welcomes submissions to the Newsletter, which is published three times each year: November, February, and May. Announcements, teaching tips, information on new or particularly useful resources are sought as well as articles on TESOL in preK-12, adult, migrant, and higher education settings and articles on teacher training. Share your thoughts and expertise!

For more information, please contact Dr. Judy Richardson at jsrichar@vcu.edu.

From New Attendee of the VATESOL Fall Conference

By D. Mills

What a pleasant little conference! Just the right size, not only for meeting people, but also for getting to know them. Of the workshops that I attended, one was seriously informative; the other was relaxingly informative, and the last was entertaining.

The keynote speaker was indeed dynamic, in-so-much as the information imparted brought forth very interesting questions and humor on the effect of language in the "building of bridges" in the community. Indeed, I had a wonderful time.

Fall 2004 VATESOL Conference Presentations

Many Languages: An Opportunity to Build A Bridge that Spans the Worlds- Keynote
Presenter: Dr. Nikitah Okembe-RA Imani

Achieving Academic Success by Teaching Language through Content
Tania Saiz-Sousa; Secondary

An Overview of the Virginia Migrant Education Program (VAMEP): How Virginia Serves Migratory Children
Shannon Bramblett; All

An Update on Implementation of NCLB for LEP Programs
Roberta Schlicher; All

BaFa BaFa, A Cross-Culture Simulation
Nancy Faux; All

Blogs, Portals, and Other New Media Resources for ESL/ESOL Students
Brendan O. Downey; All

Dr. Bland's Ten Commandments for Teaching English
Merton L. Bland; All

ESL Teachers in Action: Creating Confident and Able Learners
Mike Rodriguez; Adult

Helping Spanish-Speaking Students Master the SOLs While Playing a Game
Kristin McGlaughlin & Carolyn Shortridge

Instructional Design in Online Language Education: The VirDan Project
Hugh Crumley; Higher Ed

Leveraging Culture and Technology to Promote English Literacy
Dave Neelson & Wei Hong; All

Reaching the Whole Learner Using Multiple Intelligences
Marjorie Hall Haley; All

Roll the Clip
Ruth Ferree; All

Services for International Graduate Students and Scholars: UVA - A Needs Assessment
Hugh Crumley; Higher Ed.

Standards Assessment Workbook for English Language Arts
Tania Saiz-Sousa; Secondary
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2004 Conference Presentations (cont.)

Strategies for Developing Language Skills and Mathematical Concepts with Limited English Proficient (LEP) Students
Lisa Eggleston; Elementary, Secondary

Training Content Teachers Electronically to Work with ELLs
Kelly Reider & Susan Zimmerman; Elementary, Secondary, Higher Ed.

Understanding and Using English Grammar Interactive
Charlie Robinson; Secondary, Adult, Higher Ed.

Update on the New TOEFL Academic Speaking Test (TAST)
Liz Wittner; Higher Ed.

What Can ESL Teachers Learn from SLA Research?
Alfredo Urzua; All

Look for information on the Fall 2005 VATESOL conference in the May Newsletter and on the VATESOL website, www.vatesol.org.

VATESOL Officers for 2004-2005

President & Liaison to TESOL
Dudley Doane
djd4j@virginia.edu
One year

Vice-President & Liaison to VESA
Judy Snoke
eslsnoke@vt.edu
One year

Treasurer
Kathleen Cahoon
kathleen_cahoon@yahoo.com
Two years (2nd year)

Secretary (Acting) Teacher Ed. Sig
Jo Tyler
jtyler@mwc.edu
Two years (2nd year)

Past President & Legislative Liaison
Solange Lopes-Murphy
lopesmsa@jmu.edu
one year

Newsletter Editor & Central Contact
Judy S Richardson
jsrichar@vcu.edu
Two Years (2nd year)

Membership Committee Chair
Karen Medina
kmedina@odu.edu
Two years (2nd year)

Nominating Committee Chair
Robin Miller
rmiller@nps.k12.va.us
One year

Website Manager
Ross Retterer
rossr44@hotmail.com
Two years (2nd year)

Adult Ed SIG
Lisa Freeden
lsfrdn@adelphia.net
Two years (2nd year)

Higher Ed SIG
Kieran Hilu
kieranh@vt.edu
Two years (2nd year)

Secondary Ed SIG
Heather Louise Leggett
heytherelouise@hotmail.com
Two years (2nd year)

Elementary Ed SIG
Faye Madigan
Two years

Eastern Contact
Martha Holmes
mholmes@nps.k12.va.us
Two years

Western Contacts
Margaret Whitt & Francoise Mizutani
Margaret_Whitt@vt.edu
Two years

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