



# TEXTESOL III

TEXAS TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

1103 West 24th Street, Austin, Texas 78705

JANUARY/FEBRUARY 1998

Volume 2, No. 1

## Looking Back on 1997 and Forward to 1998

### From the President

#### 1997—A YEAR OF GREAT LEARNING

For us in TEXTESOL III, 1997 was an incredible year of extremes. We've felt the bliss of highs we've never had before, and we've experienced some debilitating disappointment. We were commended by national TESOL for our participation in joint international conference planning, for newsletter advancement, and for the creation of certified professional development workshops. Amidst these accolades, we were awash with the cancellation of our spring conference and arrangements to have TESOL president Kathi Bailey join us in February fell through. Perhaps it was overkill. Perhaps it was poor guessing. Who knows? These events stung so, and we were wholeheartedly embarrassed. But perhaps the sting served as fuel for focus. The feedback from the State Conference in November alerts us to one of the most well-received and conferences ever. We're deeply proud that so many people left the conference happy, and we're even more proud of conference chair Alex Baez who orchestrated the whole thing.

At the conference, we learned that we have the responsibility to trumpet our strengths publicly and loudly. Texas needs us, and Texas needs us to continue trumpeting as loudly as we can.

\* Texas First Lady Laura Bush reminded us that we are leaders for children to follow, and that if they don't read, Texas will fail. She also pointed out that the children want to succeed and that we must not fail them.



\* Molly Ivins reminded us that if we don't continue trumpeting, greed will trounce us and ruin all our hard work.

\* David Mendelsohn reminded us that ours is not a profession of assembly lines that manufacture students, but rather a human business crucially dependent upon the respect we give to students as our fellow human beings and our future community leaders.

\* Karen Price reminded us that the decisions we make must be practical. She says, "You don't buy a 6-inch drill for the sake of having a 6-inch drill. You buy one to drill a 6-inch hole." So we needn't buy gobs of cool technology simply to show off the most technically advanced equipment. We need to buy and create the kind of technology that helps our students learn more efficiently

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## News from the Board

### Membership Reaches a New High Point!

*by Russell Watson, 1st Vice President*

The current TEXTESOL III Membership has reached 235-- double that of 2 years ago. One of the best ways to improve our status as professionals is through a strong professional organization--and TEXTESOL is it! We are proud of the success we have had, but we know we can always do better. Our power and effectiveness in promoting ESL as a profession is directly related to the number of teachers who work together. So, we want to welcome the new members who joined as a result of the TEXTESOL State Conference in November and we hope you will become involved in making our regional affiliate work for you. The following is an introduction to the organization and a starting point for you to get involved.

#### *What is TEXTESOL III?*

TEXTESOL III is a regional affiliate of TESOL Inc., the ESL teacher's organization with affiliates worldwide. Because of the hugeness of the great state of Texas, it is divided into 5 regional affiliates: TEXTESOL I serves El Paso and west Texas, TEXTESOL II serves San Antonio and the Rio Grande Valley, TEXTESOL IV serves Houston and southeast Texas, and TEXTESOL V serving Dallas, east Texas, and the Panhandle. TEXTESOL III (that's us) serves central Texas from San Angelo to Waxahachie to down near (but NOT including) College Station to just north of San Antonio and down southwest to Del Rio, and is based in Austin.

We try to promote our profession by keeping our members informed of important issues in the state, offering professional development, and by being a resource to network with other ESL professionals.

#### *What can I do to get involved?*

You can:

- \*\* attend the local conference on March 7, and meet the board and other members to talk about issues which affect you
- \*\* write, e-mail, or call board members to tell them how to better serve you
- \*\* attend board meetings
- \*\* become a board member

In the past two years, we have begun offering a series of professional development workshops: some designed to address the needs of specific ESL populations and others to address ESL teaching methods in general. We've tried to keep them hands-on and practical, and have received lots of positive feedback regarding the presentations. Help us be more successful by giving us ideas on topics to address, presenters to invite, and convenient dates and times for those workshops. TEXTESOL III is here to serve all ESL teachers, but we don't know what you need until you tell us. So make your voice heard and get involved! 🗺

# Calendar of Events

**February 24-28:** National Association for Bilingual Education (NABE). 27th Annual International Bilingual/Multicultural Education Conference, Dallas, Texas. NABE, 1220 L St., NW, Suite 605, Washington, D.C. 20005-4018. Tel. 202-898-1829. Fax 202-789-2866. E-mail [NABE@nabe.org](mailto:NABE@nabe.org)

**March 7:** TEXTESOL III Regional Spring Conference, University of Texas at Austin, SZB Al-Kiva Room, 9 a.m.- 2 p.m. Featuring keynote speaker Cinthia Salinas, a Shop and Swap Session, and a Raffle Drawing. For more information contact Susan Murphy tel: 471-2480 (o) or 452-4679 (h); email: [slm@mail.utexas.edu](mailto:slm@mail.utexas.edu). Details of conference on pages 5 and 24. For a pre-registration form see page 23 or visit TEXTESOL's website at <http://www.onr.com/user/swsat/tt3/html>.

**March 17-21:** The 32nd Annual TESOL Convention and Exposition, Seattle, WA. Featuring keynote speakers Mary Ann Christison (TESOL), Sanford J. Ungar (American U.), James Banks (U. of Washington), Alma Flor Ada (U. of San Francisco), and many more distinguished educators. For more information visit TESOL's website at <http://www.tesol.edu>

**April 24-26:** Sixth Annual Symposium About Language and Society—Austin, Univ. of Texas at Austin. Keynote speakers include John J. Gumperz (U. of California, Berkeley), Ofelia Zepeda (U. of Arizona), and Robert King (U. of Texas, Austin). For more information email: [SALSA@ccwf.cc.utexas.edu](mailto:SALSA@ccwf.cc.utexas.edu) or call 512/471-1701.

**April 17-19:** International Linguistic Association (ILA), New York University, New York, New York. Contact John Costello, Dept. of Linguistics, New York University, 719 Broadway, Room 504, New York, New York 10003. Tel. 212-9098-7948. E-mail [costellj@is2.nyu.edu](mailto:costellj@is2.nyu.edu).

**June 26-28:** TESOL Academy, Baltimore, Maryland. The Johns Hopkins University. Contact Stephen Grady, TESOL Academy, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314. Tel. 703-836-0774. E-mail [sgrady@tesol.edu](mailto:sgrady@tesol.edu). Or see ad on page 22.

**July 17-19:** TESOL Academy, Austin, Texas. The University of Texas at Austin. Contact Stephen Grady, TESOL Academy, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314. Tel. 703-836-0774. E-mail [sgrady@tesol.edu](mailto:sgrady@tesol.edu). Or see ad on page 22.

**August 14-16:** TESOL Academy, Seattle, Washington. Seattle University. Contact Stephen Grady, TESOL Academy, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314. Tel. 703-836-0774. E-mail [sgrady@tesol.edu](mailto:sgrady@tesol.edu). Or see ad on page 22.

## Classifieds

**SEEKING:** Heinle & Heinle Publishers seeks an established independent commissioned sales representative to carry selected ESL product to the Adult Education market, for programs funded through local Boards of Education. Please contact John McHugh at 800-237-0053, ext. 8165, for details.

**POSITIONS:** Austin Community College has the following ESL paid opportunities: ESL Teachers at \$15.00-18.00/hr.; Teaching Assistants at \$8.69/hr. Volunteer and internship positions also available. All positions are part-time. For more information please contact: Marianne Dryden, Interim Refugee ESL Coordinator, Austin Community College, 5930 Middle Fiskville Road, Austin, Texas 78752 or call 517-6770. Please send resumes for paid positions.

**NEEDED:** Substitute teachers for subjects and part-time Spanish teachers needed by AISD. Contact Michael Hydak at 414-4212 for more information.

# Fellowships/Grants

## Hands-on English

Hands-on English, a publication for teachers and tutors of ESL for adult students, offers a few small grants for innovative classroom projects. These grants have been awarded annually since 1992.

The grants, in amounts of up to US \$200, are intended to support hands-on, practical teaching projects that can benefit adult students. The purpose of the grants is to give some recognition and support to teachers who are doing good work, as well as helping colleagues to learn about the grant application process.

To read about this year's awardees, see the Hands-on English web site article at <http://www.4w.com/hoel/minigrants.html>.

Applications are available starting in January, and are **due April 30th**.

To receive an application form, send your name and mailing address to:

Hands-on English  
P.O. Box 256  
Crete, NE 68333 USA.

Or send an email to: [hoel@navix.net](mailto:hoel@navix.net) requesting a Minigrant application form.

## Tucker Summer Fellowship

The Center for Applied Linguistics invites applications for the 1998 G. Richard Tucker Summer Fellowship. The fellowship pays a stipend plus travel expenses for an eight-week summer residency in Washington, DC while the Fellow works with CAL senior staff members on one of CAL's existing research projects or on a suitable project suggested by the Fellow. Priority will be given to proposals that focus on language education or on language issues related to minorities in the United States or Canada.

The competition is open to candidates for a master's or doctoral degree in any field which is concerned with the study of language. Minorities are especially encouraged to apply. Applicants must be currently enrolled in a degree program in the United States or Canada and must have completed the equivalent of at least one year of full-time graduate study. Applications must be received on or before **April 24, 1998**.

For further information contact:

Grace S. Burkart  
Center for Applied Linguistics  
1118 22nd Street, NW  
Washington, DC 20037  
(202) 429-9292  
[grace@cal.org](mailto:grace@cal.org)

Fellowships/Grants cont. on pg. 9

## News from the Board

### TEXTESOL III's Finances

by Eleni Pappamihel, Treasurer

The 1997 TextESOL conference has turned out to be one of the most successful ever! We're in the process of compiling our yearly report, but preliminary glances at the accounts show that we have gone beyond our initial expectations. There are many people to thank for this success, to many for this short note, but I would like to extend a warm thank-you to all the participants who came and made this a great conference! At this point, the Board is welcoming suggestions and ideas as to what the membership would like to see done with the profit from the conference. If you would like to make a suggestion, please contact Eleni Pappamihel at 512-474-1168 or e-mail me at: [EleniP@mail.utexas.edu](mailto:EleniP@mail.utexas.edu), at your convenience. Thanks again! 🇺🇸

## From the President

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\* The ESL students we invited reminded us that we need to get to know them as well as we can. If we don't understand who they are or what they represent, we risk their disappointment and our failure. At other ESL conferences, students have been who we talk about..At TextESOL Austin '97, the students were who we interacted with and learned from. Let's keep it that way!

In short, the humane aspect of language teaching is no longer some schmaltzy notion. Respect, passion, caring, and love for the students and for the profession are now empirically established tenets of teaching excellence. 🇺🇸

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# TEXTESOL III Regional Spring Conference

March 7<sup>th</sup>, 1998

9 a.m. - 2 p.m.

Sanchez-Zacharias Building, Al-Kiva Room  
University of Texas at Austin

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**FEATURED SPEAKER:** Cinthia Salinas, recipient of the Excellence Award of Outstanding Texas High School Teachers

**SHOP & SWAP SESSION:** An opportunity to share and collect lesson plans and teaching activities

**RAFFLE DRAWING:** Two vouchers (\$500 and \$250) for expenses related to the National TESOL Conference '98 in Seattle and 5 gift certificates (\$50 each) towards purchasing teaching supplies.

The date of the conference has been rescheduled from February 21st to **March 7th, 1998**. We are excited to have **Cinthia Salinas** present at our **1998 Regional Spring Conference**. Ms. Salinas was a public school teacher from 1985-1994, during which time she was received the Excellence Award of Outstanding Texas High School Teachers in 1993. Teaching social studies, science, and speech classes to junior high and high school students who were predominantly Hispanic, Ms. Salinas has a strong background in public school teaching and multicultural classroom issues. She also has extensive experience in teacher training given her many responsibilities at the Texas Education Agency (TEA) where she served as the Director of Programs in the Division of Migrant Education, and her current position as the Program Administrator IV. In addition to working full-time at TEA, Ms. Salinas is a graduate student in the Department of Curriculum and Instruction at the University of Texas at Austin. She is currently conducting dissertation research related to diversity training, focusing particularly on perceptions of pre-service teachers. Ms. Salinas is also a consultant for the University Interscholastic League (UIL).

Ms. Salinas's energy, enthusiasm, and diverse teaching and work experience ensures that **TEXTESOL III's 1998 Regional Conference** will be a rewarding and exciting one. To further entice and encourage our members to attend this valuable event, a **Shop & Swap Session** is being planned where everyone will be given the opportunity to showcase their own ideas for effective teaching (i.e., in the form of handouts) and collect copies of other teachers' lesson plans and/or teaching activities.

To sweeten the pot, the conference is holding a **Raffle Drawing** following lunch. The **grand prize** is a voucher worth \$500 as reimbursement for expenses incurred at the TESOL '98 Conference in Seattle, Washington. The second prize is a \$250 voucher for the same purpose. Winners will need to show receipts of their conference registration and other expenses (i.e., hotel and air travel). Check TESOL's web site: <http://www.tesol.edu/index.html>, for more conference information. Considering that teachers often buy teaching supplies out of their own pockets, we will be giving away five \$50 certificates redeemable at a local education supply store.

Looking forward to seeing many of you on March 7th!

Susan Murphy  
*Regional Conference Coordinator*

**For registration form, see page 23**

# 1997 State Conference Highlights

## 1997 TEXTESOL State Conference A Success!!

by Alex Baez, 1997 State Conference Chair

### *Thanks for coming!*

We extend a hearty 'thank you' to those of you who attended the 1997 TEXTESOL State Conference, Nov. 7 & 8, at the Hyatt on Town Lake, in Austin, Texas. We hope we inspired, educated, and entertained you all!

For those who did not attend, we hope to see you at the 20th Annual TEXTESOL State Conference, Nov. 6 & 7, 1998, Arlington Convention Center, Arlington, Texas.

We want to say thanks to those of you who supported us with advice, volunteer work, and moral support, in our efforts to bring you the best possible conference. And, thanks to those of you who brought your wonderful presentations, panels, and workshops -- for sharing your ESL expertise with all of us.



*First Lady Laura Bush surrounded by her admirers, including delegates from Japan and John Schmidt (behind Mrs. Bush), TEXTESOL III boardmember and conference organizer.*

### *Highlights*

A quick recap of highlights of the conference for those of you who couldn't join us:

Laura Bush, First Lady of Texas, opened the conference with her keynote speech on Friday morning, after an impromptu sing-along and ice-breaker led by TEXTESOL III President Eric Dwyer. Mrs. Bush shared with us the governor's views on ESL targeted to all audiences of our ESL constituency. She urged us to celebrate the diversity of cultures of our students in our classrooms and in our communities, while recognizing the great importance of having our students master English in order to succeed in this country. Mrs. Bush was introduced by Mrs. Elva Hernandez, a graduate of the Del Valle Even Start Program, who was honored by the U.S. Secretary of Education in 1996 for her excellence and success as an ESL/

### *A Double Plenary Session on Friday*

On Friday afternoon, plenary speakers Dr. Karen Price of Harvard University, and Marion Winik, award-winning author, regaled two ESL audiences. Dr. Price reported on the status of technology in teaching

ESL -- a thought provoking analysis that was laced with humor and much laughter.

Marion Winik discussed the writing process and read exemplary passages from her latest book. She finalized her plenary with a question-and-answer session and a booksigning during the Friday afternoon reception.

*Known for her books on her life as a mother, wife, and a modern-day woman, conference attendees found Marion Winik's personal accounts both familiar and refreshing. Winik's expressive reading style were particularly on full display at the conference.*



### *Not A Dry Eye*

Saturday morning began with a plenary speech by Dr. David Mendelsohn of York University, Toronto, Canada. There was hardly a dry eye in the Texas Ballroom as David told the moving story of an educator during the Third Reich who taught and inspired his young students until they were rounded up and sent to concentration camps where they died. Dr. Mendelsohn gave us all a lot to ponder.



*As the keynote speaker on Saturday morning, Dr. David Mendelsohn was able to both move and inspire his rapt audience. His skills as both an orator and educator were apparent to all who attended his talk.*



## ***A Special Guest***

A special and surprise guest made a storytelling presentation on Saturday afternoon in the Texas Ballroom foyer, thanks to exhibitor MedioDia Productions. Panamanian poet, storyteller, and author, Ana Sisnett, told her children's story, *Granny Mus' Come*, to a spellbound audience. The story, set in a West Indian community somewhere in the Caribbean, was told by Sisnett in her beautiful West Indian accent.



*Dallas Baxter (Past President, TEXTESOL III) gives Alex Baez (State Conference Chair), a Texas-size hug after announcing her as the 1997 TEXTESOLer of the Year for Region III (Austin).*

## ***Keynote/Awards Luncheon***

The Keynote/Awards Luncheon on Saturday was highlighted by the TEXTESOLer of the Year awards, as follows:

TEXTESOL I (El Paso) - Flo Decker  
TEXTESOL II (San Antonio)- Chris Green  
TEXTESOL III (Austin) - Alex Baez  
TEXTESOL IV(Houston) - Devi J. Spencer  
TEXTESOL V (Dallas)- Barbara Dogger

TEXTESOLer of the Year award for Region IV was given to Devi Spencer posthumously. Sadly, Ms. Spencer lost her battle against leukemia earlier in 1997.

Terry O'Donnell, Deputy Executive Director of TESOL (Alexandria), was awarded a "Texas Star" for outstanding achievement in the field of ESL. The award was presented by TEXTESOL III Board Member, John Schmidt. Terry presented a workshop on TESOL's ESL Accreditation Project during the conference, and presented a special pre-conference Workshop on Advocacy on Thursday, Nov. 6.



*The witty and politically astute Molly Ivins during a relaxed moment at the conference luncheon. Ivins' keynote address challenged conference attendees to recapture the essence of social responsibility.*

Keynote speaker Molly Ivins, a syndicated columnist and political humorist, exhorted luncheon attendees to be as politically active as possible -- to help balance out the interests of wealthy and powerful corporations and interest groups. Ms. Ivins seasoned her speech with ribald humor and wit. She ended her speech with a thought provoking question-and-answer session.

## ***Plants Grow***

Many of you who attended the exciting final raffle event won a lush, gorgeous plant.

Dallas Baxter, our soon-to-be-badly-missed past president, coordinated and emceed the keynote luncheon, choosing beautiful green Texas plants as

centerpieces for the luncheon tables. At the end of the luncheon, one lucky table member would win the plant-centerpiece. Dallas chose and purchased the plants at a rural Central Texas nursery not less than a month before the conference.

On the Friday of the conference, Dallas went to pick up the plants and transport them to the Hyatt for Saturday's luncheon. In the interim, those plants had grown, almost doubling in size! After consultation with the Hyatt's catering staff, it was determined that the plants could not fit on the tables -- they were too huge!!

Dallas calmly decided that the glorious plants would be raffled off with all those excellent books donated by our exhibitors at our final event on Saturday afternoon.

Congratulations to all you winners!

## ***Apologies***

From all of the TEXTESOL III conference coordinators, we send our sincerest apologies to presenters Morris Baker, Jo Eklof, and Lupe Lloyd. Through a catastrophic mix-up

State Conference cont.on pg. 8

in our paperwork, we put these three colleagues on our rosters, in our program, and on our signs as presenters. Embarrassingly for us, we found out at the conference that none of these ESL colleagues had been notified or confirmed that they were to present.

We apologize both to ESL professionals Morris Baker, Jo Eklof, and Lupe Lloyd, and to the conferees who came to their presentations, for our grand mistake!

### ***A Final Thanks***

An extraordinary thank you goes to our exhibitors -- those publishers and related companies and their representatives who shared with us their latest and finest products at the conference.

And, one more THANK YOU to the very special TEXTESOL III conference planning team: Eric Dwyer, Dallas Baxter, Russell Watson, John Schmidt,

Carmen Cadena, Janet Hutchison, Gary Sosa, Alice Chu, Susan Murphy, Irving Jones, Frank Cronin, Monica Giraldo, Eleni Pappamihel, Barbara Kennedy, and Gloria Bell.

Best wishes, and see you all in Arlington in 1998! 🗺️

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## **The Other Side of the Desk: Perspectives of ESL Students**

*by Estherlene Moya and John Schmidt, Texas Intensive English Program*

This colloquium brought together twelve international students from various regions of the world who were studying in six classes at three levels at the Texas Intensive English Program (TIEP) [Austin, Texas] Communication Skills track during the Fall 1997 semester. The ESL students featured in this colloquium were from Mexico, Costa Rica, Colombia, France, Belgium, Saudi Arabia, Japan, Taiwan, and South Korea. The students were given the opportunity to provide ESL educators with their perspectives on learning English in the U.S. and adapting to American culture.

These university students and professionals, who were in the U.S. for a period of several months to a year and were in TIEP English courses related to language study, both formal learning in class, as well as informal acquisition in the community. Additionally, these student panelists shared their perspectives on acculturation, adaptation, and adjustment to life in an American setting. Through this session the audience was able to enhance their perception of what ESL students (college-age and professions) are experiencing in order to reflect on their own students' behavior and attitudes.

The audience had an opportunity to meet with the student in groups to ask questions and share their impressions of their students' experiences and what is happening within their own ESL classrooms. The effort put forth by these twelve student panelists to prepare for and present the colloquium exceeded the expectations of the moderators, Estherlene Moya and John Schmidt of TIEP, and as ESL educators themselves, they saw much growth among the panelists, both in confidence and in English proficiency during the development and execution of this group project. 🗺️

*Twelve radiant ESL students with their equally proud moderators in a post-session group photo. Front row (l-r): Estherlene Moya (TIEP), Norberto Chavarria Elizondo (Mexico), Eyad M.A. Kaki (Saudi Arabia), Juan Carlos Echeverri (Colombia); middle row: Kenichi Hidaka (Japan), Jeong Eun Lee (South Korea), Mihoko Hayashi (Japan), Erika Lopez Castillo (Mexico), Lei Chen (Taiwan), John Schmidt (TIEP); back row: Woong Jae Ryoo (South Korea), Pablo Rodriguez (Costa Rica), Anne Laure Massin (France), and Yannick Bercy (Belgium).*





# TEXTESOL III

## 1998-99 Executive Board Elections

*Coming to a mailbox near you soon!*

**Get involved in TEXTESOL III!**

**Join the Executive Board!**

Watch for mailings announcing 1998-99 Executive Board nominations.

For more information, contact Eric Dwyer at 512/443-8441 or [esd@mail.utexas.edu](mailto:esd@mail.utexas.edu)

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Fellowships/Grants cont. from pg. 4

### **1998 United States-NIS Awards for Excellence in Teaching:**

#### **Bringing Teachers Together**

The 1998 United States-NIS Awards for Excellence in Teaching (TEA) Program is designed to promote the development of innovative teaching methodology in English and American Studies in Russia, Ukraine, Kazakhstan, Kyrgyzstan, and Uzbekistan, and to foster contacts between secondary schools in the United States and the Newly Independent States. In addition to recognizing excellent teachers and their schools, the program will bring together some of the best secondary school teachers in the world twice: once in the United States during a professional development seminar, and again in the NIS where U.S. teachers will live for two weeks in the community of their NIS counter parts in October 1998.

This program is funded by the United States Information Agency and administered by the American Council of Teachers of Russian/American Council for Collaboration in Education and Language Study (ACTR/ACCELS). In the NIS, the program is organized in collaboration with the US Embassies in each country and the Ministries of

Education of Russia, Ukraine, Kazakhstan, Kyrgyzstan, and Uzbekistan.

#### ***Applying for the program***

US secondary school teachers of the humanities, social studies, or language arts, who have been recognized for excellence in teaching at the national, state, or local level in the past seven years, are invited to apply for TEA by submitting a completed application plus three copies to ACTR/ACCELS no later than March 15, 1998. Candidates should be prepared to demonstrate the following attributes: an interest in developing innovative teaching techniques; an openness to learning about NIS teaching methodologies in foreign language and area studies; a willingness to share experience and knowledge with colleagues from the NIS; and an intention and ability to continue contacts with NIS participants and their schools in the future.

For additional information or application materials, please contact:

Kirsten Freeman  
ACTR/ACCELS  
202/833-7522

[atfreeman@actr.org](mailto:atfreeman@actr.org)

Applications are available in both hard copy and online formats.

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# Classroom Collaborations

Share favorite activities and techniques from your classroom with other TextESOL III professionals. Please send your brief entries by mail to the Newsletter Editor, Alice Chu, at the Dept. of Anthropology, 1.130 EPS, University of Texas at Austin, Austin, Texas 78712 or by E-mail ( [alicec@mail.utexas.edu](mailto:alicec@mail.utexas.edu) ).

## Tongue Twisters as Tintillating Teaching Tools

Remember those silly tongue twisters you learned as a child which an uncooperative tongue foiled your attempts to master? Well, those same lines can be used to help ESL students practice their pronunciation while enjoying a good laugh or two! While some old standbys are reproduced below, more contemporary ones have also been included. However, practice at your peril, for you and your tongue may never be the same! (For the adventurous, you can visit <http://www.uebersetzung.at/twister/index.htm> for more.)

Betty bought some butter,  
but the butter Betty bought was bitter,  
so Betty bought some better butter,  
and the better butter Betty bought  
was better than the bitter butter Betty bought before!

\*\*\*\*\*

Ripe white wheat reapers reap ripe white wheat right.

\*\*\*\*\*

A flea and a fly in a flue were imprisoned.  
So what could they do?  
Said the fly, "Let us flee".  
Said the flea, "Let us fly".  
So they flew through a flaw in the flue.

\*\*\*\*\*

Five fat friars frying flat fish.

\*\*\*\*\*

How much dough would Bob Dole dole  
if Bob Dole could dole dough?  
Bob Dole would dole as much dough  
as Bob Dole could dole,  
if Bob Dole could dole dough.

\*\*\*\*\*

Extinct insects' instincts, extant insects' instincts.

\*\*\*\*\*

A noise annoys an oyster, but a noisy noise annoys an  
oyster more!

\*\*\*\*\*

You know New York.  
You need New York.  
You know you need unique New York.

Amidst the mists and coldest frosts,  
With stoutest wrists and loudest boasts,  
He thrusts his fists against the posts,  
And still insists he sees the ghosts.

\*\*\*\*\*

A skunk sat on a stump and thunk the stump stunk,  
but the stump thunk the skunk stunk

\*\*\*\*\*

If King Thistle stuck a thousand thistles in the thistle  
of his thumb, How many thistles did King Thistle  
stick in the thistle of his thumb?

\*\*\*\*\*

If two witches would watch two watches, which  
witch would watch which watch?

\*\*\*\*\*

Picky people pick Peter Pan Peanut Butter.  
Peter Pan Peanut is the peanut picky people pick.

\*\*\*\*\*

Larry Hurley, a burly squirrel hurler, hurled a furry  
squirrel through a curly grill.

\*\*\*\*\*

Meter maid Mary married manly Matthew Marcus  
Mayo, a moody male mailman moving mostly  
metered mail.

\*\*\*\*\*

The sixth sheik's sixth sheep's sick.

\*\*\*\*\*

Can you imagine an imaginary menagerie manager  
imagining managing an imaginary menagerie?

# TESOL Advocacy

## Advocacy action at TESOL '98

*Taken from [www.tesol.edu](http://www.tesol.edu)*

Advocacy will be a central focus of TESOL '98 this March in Seattle, Washington. There will be the annual letter-writing campaign (now featured in the TESOL booth), a political action workshop, and several sessions sponsored by the Sociopolitical Concerns Committee. Information on the political action and other workshops is listed below.

### **The why, what and how of advocacy**

*Monday, March 16*

*9:00 am–4:00 pm*

The annual political action workshop will now be featured as a full day pre-convention institute (PCI). The purpose of this PCI is to prepare participants to advocate more effectively through education, organization, and activation. Participants will learn why advocacy is so important, what learning needs to be accomplished to be an effective advocate and how to set goals and develop a plan of action for their own local advocacy needs. Finally, participants will be encouraged to

become part of the TESOL advocacy network. Participants must register for this PCI in advance. Please read your convention registration information for details.

### **Ideological implications of the spread of English**

*Wednesday, March 18*

*8:30 am–11:15 am*

This colloquium explores the consequences of the spread of English. Panelists explore the complexities of linguistic imperialism and cultural reproduction. They learn how English and its associated ideological baggage has been contested, resisted, and transformed in different societies at different times.

### **US legislative issues and their importance to TESOL**

*Thursday, March 19*

*2:00 pm–2:45 pm*

This workshop, conducted by Marilyn McAdam, TESOL's legislative consultant, presents an overview of current federal legislation impacting educational and language issues.

### **New immigration law's impact on foreign-born students**

*Thursday, March 19*

*3:00 pm–4:45 pm*

A practical analysis of the many issues surrounding the Illegal Immigration Reform and Immigrant Responsibilities Act (IIRAIRA), this workshop explores how foreign-born students at all levels are affected. Proactive strategies that students and educators can use are described for activities such as hosting citizenship projects, maneuvering the permanent residency process and effective advocates.

### **A global perspective on compassion education**

*Thursday, March 19*

*8:30 am–9:15 am*

How does AIDS education in other countries differ from the 15-year AIDS education campaign in the US? Colleagues from Italy, Japan, Venezuela, and the US share their stories to stress the importance of AIDS prevention in the EFL/ESL classroom. Ways to incorporate AIDS education into the curriculum are shared.

## Implementation of TEKS for Reading and Language Arts

*by Eric Dwyer, TEXTESOL III President*

On February 24, the College of Education at the University of Texas at Austin, the Texas Center for Reading and Language Arts (CED), the Texas Education Agency (TEA), and the Education Service Center Region XIII (ESC) will be conducting a meeting on implementation of the Texas Essential Knowledge and Skills (TEKS) for Reading and Language Arts. Leading this meeting will be TEA Commissioner Mike Moser, Dean Manuel Justiz from the UT College of Education, and Region XIII Executive Director Roy Benavides. We're very excited that representatives from TEXTESOL III have been invited to attend this meeting.

The purpose of this meeting is to provide suggestions to TEA, the ESCs, and the Texas Center for Reading and Language Arts on how they might assist with the dissemination and implementation of the TEKS in Reading and Language Arts. As a result, we at TEXTESOL III are asking our membership to provide us with comments or ideas to share with these officials. Please feel free to provide us with feedback or suggestions by phone or fax at 512 443-8441 or by e-mail at [esd@mail.utexas.edu](mailto:esd@mail.utexas.edu). Your voice and the TEXTESOL III participation is important in the promotion of literacy in our area, in Texas, and perhaps even across the nation. I will look forward to hearing from you.

# California's Bilingual Battle Continues

Taken from [www.tesol.edu](http://www.tesol.edu)

The battle over bilingual education in California heated up at the beginning of December as Ron Unz and his English for Children Initiative submitted a petition with more than 700,000 signatures. This was far more than the 400,000 signatures needed to place the initiative on the June ballot. Following verification of the names, it should be announced this month if Unz has reached his goal of placing the initiative on the June 1998 ballot.

In the meantime, a coalition of several organizations including California TESOL (CATESOL) has formed to oppose this initiative. Like other organizations in California, such as the California Teacher's

Association, CATESOL has issued a statement opposing the Unz initiative. The Board of Directors of TESOL, upon reviewing the statement, has decided to throw its support behind CATESOL with the following statement: The TESOL Board of Directors wholeheartedly endorses and supports the CATESOL statement on the Unz initiative."

We have printed the CATESOL statement below in its entirety. To see the latest developments on the Unz initiative, be sure to check out CATESOL's web site, <http://www.catesol.org>. The coalition against Unz has also posted a website at <http://www.smartnation.org>.

## CATESOL Statement on the Unz "English for Children" Initiative

California Teachers of English to Speakers of Other Languages (CATESOL) advocates quality education for English language learners. CATESOL promotes sound educational policy and practices, and strives to increase awareness of the strengths and needs of English language learners. CATESOL's members include classroom teachers, teacher educators, students, classroom aides and administrators throughout California and Nevada.

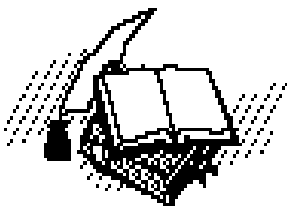
At a time when a third of California's children need to learn English at school, when experts have decided that California needs all K-12 teachers to have special training to meet the long-term needs of English language learners, and when California is working to raise standards in English, California voters are being asked to vote for an initiative that will prevent students from receiving an effective education.

Ron Unz's "English for the Children" Initiative mandates no more than a year of structured English immersion, followed by mainstream English classes. CATESOL members' teaching experience shows that students need more than a year to be able to benefit from classes designed for students from English speaking homes. Widely published research by Ramirez, Berman, Cummins, Collier and Thomas shows that it takes several years for these students to be on a par academically with other students in mainstream English classrooms.

CATESOL strongly opposes Ron Unz's English for the Children Initiative, because this initiative:

1. Stops ESL instruction after one year, ignoring the length of time students need to learn English for school success.
2. Eliminates local control by dictating the way students are taught English.
3. Delays instruction in core subjects when students don't understand the language of instruction.
4. Disrupts the educational process for all students by putting under-prepared English learners into mainstream classes after only one year of ESL.
5. Destroys programs that are already working effectively to teach students English.

CATESOL urges parents, educators, and all voters who care about children in California to OPPOSE this initiative. The Unz initiative will not fulfill its promises. Everything ESL professionals know about English language learners mandates against it. The Unz Initiative will hurt the efforts to help every student in California learn English for success in school and in society.



# WORDAGES

This edition of Wordages (from ‘word’ and ‘usages’) comes from the book *Woe is I* by Patricia T. O’Conner, a reference guide that humorously clarifies frequently misunderstood as well as misused words. If you have had Wordages experiences (and we know you have!) that you feel should be shared with other TEXTESOL III readers, please send them by mail to: Alice Chu, Dept. of Anthropology, 1.130 EPS, University of Texas at Austin, Austin, TX 78712; or by Email: [alicec@mail.utexas.edu](mailto:alicec@mail.utexas.edu)

## The Compleat Dangler

Danglers show up in newspapers and best-sellers, on the network news and highway billboards, and they can be endlessly entertaining—as long as they’re perpetrated by someone else. When you’re doing the talking or writing, the scrambled sentence isn’t so amusing. See if you can tell what’s wrong with these examples:

### *To’s a Crowd*

Some of the hardest danglers to see begin with *to*. A sentence that starts with an infinitive (a verb form usually preceded by *to*, for instance *to run*, *to see*, *to build*) can’t be left to dangle. The opening phrase has to be attached to whoever or whatever is performing the action. Here’s an opening phrase that leaves the sentence scrambled:



***To crack an egg properly, the yolk is left intact.***

As the sentence is written, the yolk is the one cracking the egg. The opening phrase, *to crack an egg properly*, is attached to *the yolk*, not to whoever is doing the cracking. Let’s put a cook in the kitchen.



***To crack an egg properly, you must leave the yolk intact.***

Here’s an even simpler way to say it: ***To crack an egg properly, leave the yolk intact.*** (The subject is understood to be you. This is called an imperative sentence, since someone’s being told to do something.)

Owners’ manuals, you’ll notice, are chock-full of dangling infinitives. Does this sound familiar?



***To activate widget A, doohickey B is inserted into slot C.***

If the one trying to activate the silly thing is *you*, make *you* the subject:



***To activate widget A, you insert doohickey B into slot C.***

OR you can delete the *you*, since it’s understood to be the subject:



***To activate widget A, insert doohickey B into slot C.***



# TESOL 1998 Call for Resolutions

*Taken from [www.tesol.edu](http://www.tesol.edu)*

In accordance with TESOL's Standing Rule on Resolutions, Irene Juzkiw, Chair of the Rules and Resolutions Committee, has issued a call for resolutions.

In passing resolutions at TESOL's Annual Business Meeting, members of the Association have the opportunity to make their voices heard on issues affecting the profession of teaching English to speakers of other languages. Resolutions approved at the Annual Business Meeting state TESOL's position and policy on these concerns. Following the passage of a resolution, appropriate action is taken by the Board of Directors.

A resolution may originate in one of the following three ways:

## ***From individual members:***

1. Draft a resolution stating the issue and provide both the necessary background information and the position that you recommend TESOL take.
2. Obtain the signatures of at least nine other TESOL members who endorse your resolution.
3. Send the proposed resolution with 10 signatures to the Chair of the Rules and Resolutions Committee, Irene Juzkiw, 208 McReynolds Hall, University of Missouri, Columbia, Missouri 65211 USA. Tel. 573-882-7523. Fax 573-882-0360. The *deadline is February 13, 1998*, for receipt (not postmark) of all resolutions.

## ***From an Affiliate or Interest Section:***

1. Draft a resolution stating the issue and provide both the necessary background information and the position that you recommend TESOL take.
2. Have the proposed resolution signed by your Affiliate President or Interest Section Chair and 10 verified voting members in good standing of the Affiliate or Interest Section.
3. Send the proposed resolution with appropriate signatures to the Chair of the Rules and Resolutions Committee, Irene Juzkiw. The *deadline is February 13, 1998*, for receipt (not postmark) of all resolutions.

## ***From the Board of Directors or any standing committee:***

1. Draft a resolution stating the issue and provide both the necessary background information and the position that you recommend TESOL take.
2. Obtain the signatures of a majority of the members of the Board or of any standing committee.
3. Send the proposed resolution with appropriate signatures to the Chair of the Rules and Resolutions Committee, Irene Juzkiw. The *deadline is February 13, 1998*, for receipt (not postmark) of all resolutions.

The Rules and Resolutions Committee will review the proposed resolution and make a preliminary ruling as to whether it is germane to the purposes of TESOL. All approved resolutions will then be presented and discussed in an open meeting held at the 1998 Convention in Seattle prior to the Annual Business Meeting.

Please note that these procedures do not allow for resolutions to be developed during the Annual Convention. This process is intended to ensure that matters come before the Annual Business Meeting in an orderly fashion. The Rules and Resolutions Committee has no authority to modify the substance or intent of any resolution. Rather, the Committee can advise the originators as to the germaneness of the resolutions and suggest ways to make a given resolution clearer or more forceful.

## ***For additional information, contact Irene Juzkiw. Guidelines for draft resolutions***

1. Inform yourself about the background of the issue and find out what TESOL may have already done about it. Consider whether a resolution is the most appropriate response. Taking into account the global membership of TESOL, avoid proposing an action that would be improper or impossible in some nations where we have affiliates.

RESOLUTION cont. on pg. 16

# TESOL Technology

## TESOL '98: Live from Seattle! Via satellite

Part of TESOL's mission statement indicates that TESOL link groups worldwide to enhance communication among language specialists.

In an effort to help the association reach this part of our mission statement, TESOL '98 will connect our global community through three satellite broadcasts from Seattle. One of the convention team goals is to reach out to TESOL professionals around the globe who may never have the opportunity to attend an annual TESOL convention or who may not even be members of our association but could benefit from what the convention has to offer.

One session that will be broadcast will be the opening night plenary: "Techno Fear? Techno Joy?" featuring Richard Boyum, Fredric Litto, Denise Murray, and David Thornburg. The future is here. What do we do with it? What are the promises and perils of technology as we face the 21st Century? What do language educators fear, love, and expect from technology? How do we manage the change accompanying use of the new technologies? The session will not be interactive but any site around the world will be able to down link this session for broadcast or rebroadcast to TESOL professionals. This session will be broadcast on Tuesday, March 17, 1998, 7-9 pm Pacific Standard Time (PST).

The second session to be shared with TESOL professionals around the world is the Presidential Plenary featuring TESOL President Mary Ann Christison. This session will have interaction with TESOLers in Brazil, Venezuela, and France. Christison will address applications of brain-based research to second-language education. The methods and strategies we use in the second-language classroom can either be compatible with or antagonistic to the brain's rules for meaningful learning.

Christison will review the basics of brain anatomy for second-language education and introduce some principles of brain-based research. This plenary session is scheduled for Wednesday, March 18, 1998, 11:30-12:30 pm PST. The live question-and-answer session with TESOLers in Brazil, France, and Venezuela will be held 12:45-1:30 pm PST following the plenary in Seattle.

Finally, curriculum for middle and secondary school literacy development featuring Mary Lou McCloskey, Alfredo Schiffini, and Lydia Stack can be viewed on Thursday, March 19, 9:30-10:15 am Pacific Standard Time. TESOLers in Canada, the Czech Republic and Mexico will have the opportunity to interact with TESOLers in Seattle during this session. Some ESL/EFL students are developing initial literacy in English; others, though not new to schooling, have not yet experienced academic success. The presenters offer descriptions of the challenges such students present, teaching learning strategies to support them, and curricula designed to meet student needs and promote their success.

Broadcasting these special sessions is an exciting way for TESOL to connect with professionals around the globe. We hope that these sessions will provide interaction between TESOLers who are able to attend the convention in Seattle and those who are not.

Any program in the will be able to down link all three of these broadcasts through Visionary Productions. Contact the TESOL '98 Satellite Broadcast Team Leader, Christine Uber-Grosse, Department of Modern Languages, Thunderbird, 15249 N. 59th Ave., Glendale, Arizona 85306 or by e-mail at [grossec@t-bird.edu](mailto:grossec@t-bird.edu) if you would like further information. ☺

**VISIT TEXTESOL III on the Web!!**

**<http://www.onr.com/user/ruswat/tt3.html>**

## TOEFL on Computer Update


by John Yopp, Vice President, Graduate and Professional Education Educational Testing Service

Taken from ETS web page dated December 18, 1997

As many of you have heard by now, from us directly or others in the academic community, Educational Testing Service and the TOEFL Policy Council have been working for several years to improve the TOEFL test by moving it to a computer format. Effective July 1, 1998, we will begin to introduce a new TOEFL exam on computer around the world.

We are very excited about the new TOEFL test which adds new testing measures and individual headsets for the listening portion. And, in addition to being on computer, the test will be administered year round, up to three weeks a month, by appointment, at over 170 permanent testing sites. Over 110 of these centers are already under operation 20 of which are located at overseas advising centers, including several USIS posts. We will be monitoring testing capacity daily. During periods of high demand that correspond to heavy testing prior to admission deadlines, we have the ability to add capacity to these sites in the

form of longer hours, more weekend appointments, additional workstations, and movable test centers. In over 150 areas of high demand or geographically distanced from a permanent site, "movable sites" will be set up by ETS for one day or more to handle the demand in a particular area.

Many of you have expressed concerns to ETS about the new TOEFL and our lack of good and regular communications with you. We are making a concerted effort to step up our communications now about the new TOEFL and in addition to your representatives on the TOEFL Policy Council, to expand the involvement and input of the academic community into our decision-making process. 

For more information visit ETS's web page at  
<http://www.nafsa.org/retrieve/2.47/247.10.txt>

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## RESOLUTION cont. from pg. 14

2. Focus the resolution. Don't try to accomplish too many ends in a single resolution.

3. Make sure that the resolution is germane to TESOL's Mission Statement:

TESOL's Mission is to develop the professional expertise of its members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting individuals' language rights. To this end:

- \* TESOL articulates and advances standards for professional preparation and employment, continuing education, and student programs.
- \* TESOL links groups worldwide to enhance communication among language specialists.
- \* TESOL produces high-quality programs, services, and products.
- \* TESOL promotes advocacy to further the profession.

4. Try to be realistic in recommending what position or feasible action TESOL should take.

5. Write the resolution in standard resolution format, as recommended in Robert's Rules of Order, Newly Revised.

Resolutions to be considered by the general membership at the Annual Business Meeting in Seattle, Washington, should be sent to:

Irene Juzkiw  
Chair of the Rules and Resolutions Committee  
208 McReynolds Hall  
University of Missouri  
Columbia, Missouri 65211 USA

# TESOL Standards

## New K-12 accreditation process features

### TESOL standards

The TESOL standards have become part of an important new document that will influence the accreditation of K-12 schools in the US. For the first time, schools wishing to become accredited will examine the degree to which language minority students are achieving academically and, more specifically, the degree to which schools are implementing ESL standards such as those outlined by TESOL in its content and access standards publications. The accreditation process throughout the US will now be guided by a new document, Indicators of School Quality, which features the TESOL standards prominently. This new attention to the achievement of language minority students represents a significant shift in the accreditation process (previous accreditation documents and procedures did not explicitly examine the way in which schools dealt with ESL learners).

Indicators of School Quality was released by the National Study of School Evaluation (NSSE) in November 1997 and is designed to help focus schools' attention on critical attributes of schools of quality that are grounded in the research on high-performing systems of teaching and learning. TESOL's participation in the development of the document was made possible because of its membership in the Alliance for Curriculum Reform (an umbrella group of 19 national and international curriculum and discipline associations). Denise McKeon, one of the founders of the TESOL standards movement, chaired the Alliance in 1995 and orchestrated the collaboration with NSSE. Members of the TESOL standards development team -- Sarah Hudelson, Emily

Gomez, Denise McKeon, and Deborah Short -- spearheaded the inclusion of sections devoted to ESL standards, participated in drafting the accreditation document, and suggested ESL materials to be included in the review of the literature on which the document was based. The inclusion of the TESOL standards in the new accreditation process, in effect, provides policy "legs" on which the standards can rest and provides compelling support for the work of ESL professionals.

Part 1 of Indicators offers six school-wide goals for student learning. They are interdisciplinary goals agreed on by members of the Alliance that cut across all the subject areas: learning-to-learn skills, expanding and integrating knowledge, communi

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#### **TESOL standards in the new accreditation process...provides policy "legs"...and provides compelling support for the work of ESL professionals**

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cation skills, thinking and reasoning skills, interpersonal skills, and personal and social responsibility.

Each of these broad, school-wide goals is then further defined in terms of performance indicators that describe the type of evidence of students' achievement of the goals in various disciplines (ESL, math, social studies, foreign languages, science, etc.).

Part 2 of Indicators provides a comprehensive set of research-based principles and indicators within seven categories of instructional and organizational effectiveness, including curriculum, instructional design, assessment of student learning, educational agenda of the school, leadership for school improvement, community building, and continuous improvement and learning. Some specific examples of indicators in part 2 suggested by TESOL are that the development of curriculum reflects a commitment to equity and the belief that all students can attain a high level of competency of the knowledge and skills that are essential to their learning; that assessment data are disaggregated to determine if all students are making adequate progress in achieving the knowledge and skills essential for their learning; and that assessments are created or adapted to meet the needs of students who are learning English.

K-12 ESL professionals in the US will find that Indicators of Schools of Quality recommends precisely the strategies and structural changes that informed TESOL members have advocated to schools and districts for years. The fact that the advice now comes through all six regional accrediting bodies in the US may help to speed necessary changes in the education of language minority students and provide support to those working to implement such changes.

To obtain a copy of Indicators, write, fax or call NSSE (National Study of School Evaluation) 1699 East Woodfield Road, Suite 406, Schaumburg, IL 60173. Tel. 847-995-9080. Fax 847-995-9088.

**STANDARDS cont. on pg. 18**

### ***K-12 Accreditation in the US***

There are six regional accrediting agencies in the US: Middle States Association of Colleges and Schools, New England Association of Colleges and Schools, Inc., North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of School and Colleges. The National Study of School Evaluation (NSSE) is the research and development arm of these agencies. The agencies traditionally used explicit criteria in granting accreditation to public and private high schools, which meant that their graduates were "certified" to attend college. More recently, however, middle schools and elementary schools have also sought to become certified.

In the 1950s and 1960s school accreditation matured to feature a school improvement approach that included a faculty self-study process followed by on-site visits by teams of educators. Accreditation efforts in the past relied on the Evaluative Criteria of the NSSE, which had been the defining work of the NSSE since 1933. Some critics complained that the accreditation process was too soft on schools and that accreditation focused too narrowly on "stuff" -- the number of books in the library or science lab equipment.

In 1995, NSSE began a comprehensive retooling of the Evaluative Criteria. NSSE worked with TESOL to delineate what research has shown about making a difference in improving language minority students' learning and folding this knowledge into its new accreditation documents

and procedures. Indicators of School Quality, the new NSSE document, facilitates a process that will compel a local school faculty and community to examine how they are performing on the critical factors that can help ensure that all students (including language minority students) attain high levels of achievement. Although it is up to individual accrediting agencies to decide how closely schools must adhere to the new indicators, Kenneth F. Gose, the director of the North Central Association of Schools and Colleges, and the chairman of the NSSE, said in the November 12, 1997, issue of Education Week that he believes the new guidelines will be heavily used.

For further information, contact National Study of School Evaluation, 1699 East Woodfield Rd., Suite 406, Schaumburg, IL 60173. Tel. 1-800-843-6773. 🇺🇸

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# The Science of Extraordinariness and L2 Teaching

by Mary Ann Christison, TESOL President

From TESOL Matters, February 1998

One of the most interesting books I have read in the past few months is *Extraordinary Minds*, by Howard Gardner (1997). In this book, Gardner discusses the developmental origins and mature practices of four extraordinary minds -- those of Sigmund Freud, Wolfgang Amadeus Mozart, Mohandas Gandhi, and Virginia Woolf. His main premise is that by understanding extraordinary minds, we can accomplish more as human beings and make meaningful contributions to our professions and the societies in which we live. This book came along at just the right moment for me and has given me valuable insight into some issues and problems in my own professional life. Because I have found the information to be both intriguing and relevant to my experiences as a language teacher and a teacher educator, I would like to share ideas from Gardner's work that I believe are most applicable to our profession.

**1. Reflection.** Lessons from our professional experiences will not just automatically dawn on us. We must consider our long-term aspirations and then give regular, conscious consideration to the events of our daily lives. The English language teaching (ELT) profession has focused on reflective teaching for a number of years. In his study of extraordinary minds, Gardner recognized that extraordinary individuals reflected not only on their own experiences but also on their audiences (i.e., all persons who might render judgment on their work, such as students, family, friends, and colleagues). Gardner noticed that the four extraordinary persons sought feedback and then really listened to what others had to say. Just as we find it essential for continued professional growth to reflect on our work as teachers, it is also important to monitor our audience, seek feedback from others, and listen to what they have to say. For myself, I have determined that in the future I want to invite colleagues into my classes to observe my teaching more often and that I will survey my students to get feedback at least once every quarter.

**2. Leveraging.** Leveraging refers to individuals' ability to ignore areas of weakness in themselves and focus instead on their strengths. Leveraging is tied

closely to reflection. Without reflective practice -- without understanding one's strengths and weaknesses as an English language teacher -- it is impossible to employ leveraging. Gardner offers Gandhi's life as an example of leveraging, noting that Gandhi's reflective practice helped him "understand the psyche of the Indian people and create a form of protest that was ideally situated for them. He did not worry about the fact that he had not been a good student or that he lacked the platform of a member of the establishment" Gandhi knew his strengths and focused on them to accomplish his purpose.

In the early years of my professional career, I would often become discouraged when I read a scholarly paper that pushed my knowledge boundaries or attended a superbly orchestrated workshop or plenary that was a little beyond my expertise. I would immediately compare myself with the individuals who were able to do these things and think that I could never do them. Graduate students in the MA program in which I teach at the University of Utah have shared similar experiences with me, so I think the phenomenon is fairly common. I now see in hindsight the value of focusing on what one can do and encouraging others who have complementary strengths to pursue their own paths. That way everyone benefits.

**3. Framing.** Every day we are confronted with experiences, that we interpret as either positive or negative. According to Gardner, framing is the ability to see experiences as positive even when they do not meet our expectations. Framing is about finding opportunities for learning. Gardner points out that the cumulative effects of framing should not be taken lightly. We all go through when they do not meet our expectations. Framing is about finding opportunities for learning. Gardner points out that the cumulative effects of framing should not be taken lightly. We all go through periods in our lives when we face setbacks: We don't get the job we want; our students give us poor course evaluations; a colleague is difficult to get along with; we lose all of our computer files when the hard drive crashes. Such setbacks occur everyday. But imagine the difference in

outcome over a period of 5 or 6 years for individuals who do not learn from their experiences and for those who do. We are never in full control of our life's experiences, but we can significantly change our lives by how we respond to these experiences.

**4. Sustained effort.** I am often confused by the advertisements that I see in some ELT publications for weekend and short-term ESL certificate courses. There seems to be so much potential for misunderstanding. I find it difficult to discern what the courses are actually certifying that a person can do after such a short time. Gardner's work suggests that short-term experiences can alter our attitudes toward our own abilities or unleash already developed talents. Both of these qualities are desirable, but they should not be mistaken for true expertise in a given subject. Extraordinary work is the result of experiences that unfold over years. The crucial components one needs for extraordinary work cannot be acquired in just a few days. It is possible, through sustained effort, for normal individuals to master key elements and operate at the level of an expert.

The purpose of this article is neither to focus on extraordinariness from the standpoint of trying to be extraordinary nor to revolutionize the ELT profession. Instead, I have tried to write about contributing to TESOL and the ELT profession in a way that brings pleasure to us and to those with whom we are in contact. The most important concept in Gardner's work on extraordinariness is attention to excellence and high standards. This concept is important whether one seeks to change the world or simply to improve the quality of one's own life.

In closing, it seems like only yesterday that I wrote my first column as TESOL president, and now I have written my last one. I have tried in the past year to write about topics that I thought would be provocative and interesting to you, the TESOL membership. I consider the opportunity to interact with so many TESOL members during this past year on these interesting topics to be one of the true benefits of being elected to this position. Thank you. 🇺🇸

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## **Teachers of English to Speakers of Other Languages (TESOL) is seeking applications for the position of *Executive Director***

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TESOL, founded in 1966 and located in Alexandria, Virginia, is an international education association whose mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting individual's language rights.

### ***Position Responsibilities:***

Reports to a 16-member Board of Directors; provides leadership to 28-member staff who implement Association programs including an annual convention, standards development, advocacy and professional development; provides financial oversight for the Association; establishes and maintains solid relationships internally with officers, directors, editors, governing bodies, the 18,000 members and subscribers and the 90 affiliates worldwide; and fosters external liaisons with related organizations, governmental entities, funding agencies and the media.

### ***Desired Qualifications:***

Candidates should have demonstrated competence in nonprofit management, a recognized commitment to cultural and linguistic diversity and experience working with governmental and business organizations, professional associations and funding agencies.

The successful candidate must embrace the mission of TESOL and provide leadership and vision for the organization's global commitment to strengthening teaching, learning and research in English language competency. He/She must have exceptional interpersonal abilities and superior skills in speaking, writing, and listening. Successful fund raising including grant writing experience is essential. Candidates must have experience in creative problem solving, conceptualizing and prioritizing issues, and delegation of authority to staff and to volunteers. Publishing experience is preferred. Graduate degree(s) in language, language education or a closely related field and successful experience as an educator are required.

A 3-year renewable contract is offered, effective early autumn. Salary is open, fully competitive. Qualified candidates should submit a letter expressing interest and qualifications and a curriculum vitae or resume to:

Morris and Berger  
201 South Lake Ave., Suite 700  
Pasadena, CA 91101 USA

Place Voices of Experience Ad here

**Place TESOL Academy Ad here**

**TexTESOL III Membership**

**Dexter Hall  
1103 West 24th Street  
Austin, Texas 78705**

**Name** \_\_\_\_\_ **Telephone and/or Fax Nos.** \_\_\_\_\_

**Street Address** \_\_\_\_\_ **Affiliation** \_\_\_\_\_

**City, State, and ZIP Code** \_\_\_\_\_ **E-mail Address** \_\_\_\_\_

**Please tell us what would you like to see TexTESOL III do for you! Suggestions are always welcome!!**

***Annual membership dues***

**Regular \$10** \_\_\_\_\_ **Student \$7** \_\_\_\_\_ **Joint \$15** \_\_\_\_\_

**Please make check payable to TexTESOL III Membership and mail with registration form to:**

**TexTESOL III, 1103 West 24th Street, Austin 78705**

**Spring Conference Pre-Registration Form**  
**Sanchez-Zacharias Education (SZB) Building**  
**University of Texas at Austin**  
*March 7 th, 1998, 9 a.m. - 2 p.m.*

**Must be received by February 20, 1998**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Address

\_\_\_\_\_  
Affiliation

<b>Registration fees:</b> (circle one)	<b>Members :</b>	students	\$7	non-student	\$10
		couples	\$18		
	<b>Non-members :</b>	students	\$14	non-student	\$22
		couples	\$38		

**Please make checks payable to:**

TEXTESOL III  
Dexter Hall  
1103 West 24th Street  
Austin, Texas 78705

For more information, contact Susan Murphy by email: [slm@mail.utexas.edu](mailto:slm@mail.utexas.edu) or phone: 512/452-4679

Registration also possible by Internet at: <http://www.onr.com/user/ruswat/tt3.html>

**See page 5 for more on Spring Conference**

!!NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!!

## ***INTRODUCING*** **a BOOK REVIEW Column!**

Contribute to the newsletter *and* learn about the latest teaching materials in ESL!

TEXTESOL III is currently looking for individuals interested in reviewing textbooks and instruction materials for publication in future editions of the TEXTESOL III newsletter.

**For more information, please contact Eric Dwyer (512/443-8441 or [esd@mail.utexas.edu](mailto:esd@mail.utexas.edu)) or Alice Chu (512/477-5870 or [alicec@mail.utexas.edu](mailto:alicec@mail.utexas.edu)).**

(Reviewed texts and materials will be supplied by the publishing companies.)

!!NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!! NEW!!



## **REGIONAL SPRING CONFERENCE**

*March 7 th, 1998, 9 a.m. - 2 p.m.*  
Sanchez-Zacharias Building, Al-Kiva Room  
University of Texas at Austin

### ***FEATURING***

Keynote Speaker Cinthia Salinas, recipient of the Excellence Award of  
Outstanding Texas High School Teachers

### ***SHOP & SWAP SESSION***

An opportunity to share and collect lesson plans and  
teaching activities

### ***RAFFLE DRAWING***

**TWO** vouchers worth \$500 and \$250 for expenses related to the TESOL  
Conference '98 in Seattle and **FIVE** gift certificates (\$50 each) for buying  
teaching supplies.

*see Registration Form on page 23*

TEXTESOL III  
Dexter Hall  
1103 West 24th Street  
Austin, Texas 78705