

Summer Fun and Sun

TexTESOL III Newsletter for May/June 1998

On the Road...

by Susan Murphy

Just wanted to let you know that the Board has been very busy planning for upcoming conferences. As strange as it may seem, it's time to find a site for the State Conference in 2001, and many venues have already been booked! Even though the Hyatt was in many ways a wonderful place for the 1997 conference, we were pressed for space and will be even more so in a couple of years (we're anticipating at least 1000 participants). So we've had to be creative and open-minded about selecting a new site. Several Board members went as invited guests to San Angelo to investigate the possibilities of having the 2001 conference outside of Austin. As we discovered, San Angelo has great potential for hosting a conference; the drawback is that it is rather isolated, with somewhat limited air transportation. But you'll probably hear more about San Angelo as a possible site for a regional conference.

One of our goals is to increase membership, which, of course, will help us reach more ESL instructors. As it stands now, the majority of TexTESOL III members are from the Austin area. We'd like to reach out to ESL and bilingual teachers who live elsewhere in our region, which is quite vast and diverse. One way to accomplish this is to plan regional conferences and workshops in communities outside of Austin. We're thinking of this as a kind of "road show." If you have any suggestions on sites, contact names, or conference or workshop themes, please let us know. You can contact me at: slm@mail.utexas.edu or by mail to:

*TexTESOL III, Dexter Hall,
1103 W. 24th St.,
Austin, TX 78705.*

Also, don't forget to check our website at: <http://www.textesol.org/region3> .

Still on the subject of conferences, read all about the [TESOL Academy](#) being held in July in San Antonio and the November

State Conference in [Arlington](#). Attending such conferences and workshops is a wonderful way to stay informed, get ideas, and meet people. Go for it!

Those who can do

by Eric Dwyer; National TESOL Liaison

Here's a one-item cloze test. Please fill in the blank with the most appropriate expression:

Those who can do; those who can't _____

For us teachers, life would be so much better if our salaries approached those of doctors and lawyers. A maxim that exists in our society is that we emphasize a value upon education, yet we teachers complain that schools are too short on cash to provide books, class materials, or teacher salaries. To that end, teachers quietly complain within their circles that they make too little money and spend a portion of that money (or any money made moonlighting) on extra school supplies or even milk for undernourished students.

There is no doubt that these attitudes of "I just need enough money for my family to get by" or "I don't need too much money to survive" are examples of noblesse, generosity, and samaritanism. There is no question that teachers look upon their own poverty in face of materialism and in the honor of god, goodness, and sacrifice. However, I've recently come to wonder how helpful these attitudes are to our students.

When we follow these tenets of nonmaterialism, we can fill in our cloze with

Those who can do; those who can't DON'T MAKE AS MUCH MONEY AS THOSE WHO CAN.

This suggests that our lack of skill yields smaller wages. This suggests that we teachers are unskilled, void of the qualifications of real professionals-qualifications which often include six years of university coursework. The fact is that most educators have educational backgrounds comparable to those of lawyers and doctors and eventually put in as many long hours at work following graduation.

You may know this joke:

Q: What's the difference between a snake and a lawyer?

A: Tire tracks are found BEHIND the lawyer.

In other words, who would want to become a lawyer when they become so unpopular? Who would want to become a lawyer when they deal daily with painful debates and painful people? Who would want to become a doctor when you face illness every day? Who would want to become a doctor since it could become possible to develop close attaching relationships with dying people? You would think many more people would go toward education where you regularly observe individuals' profound improvement, develop positive lifelong relationships, and work nine months of the year. You would think.

You would think a college freshman would choose education for its humanitarian values surrounding nonmaterialism, critical thinking, personal growth, and generosity. You would think, wouldn't you?

But this isn't the case. Matriculation rates in university education departments are only a fraction of those for law schools, med schools, or engineering departments. The reason is clearly economic. A great breadth of the US's most intelligent people go into professions other than education. Therefore, to a college freshman, it may appear that competition for our best teaching jobs is left for untrained or less than interested people--in other words, for people who fit the paradigm

Those who can do; those who can't TEACH.

What a pity! The world agrees that teaching is the most important profession, but college students decide not to pursue it for financial reasons. What a pity and what a crime!

Furthermore, the teacher's lack of income serves as motivation for not caring. We say, "Why should I kill myself for this job; I don't get paid peanuts for it!" So as soon as we look at our own salaries, even we noble teachers can justify giving our students less than our best at a time when this country's students need us the most. This is even a bigger crime.

We all believe the proverb "An ounce of prevention is worth a pound of cure." Our politicians regularly refer to it. However, lawyers and doctors are paid big bucks for curing problems created by a poorly educated society--problems potentially prevented by teachers. As a result, it is time for us teachers to demand that our salaries immediately triple. Why not allocate some of the lawyer and medical funds to teacher salaries in an effort to perpetuate the desire to teach in college freshman? Eventually, the cleverest people would be put in positions where societal problems can be prevented rather than treated. Yes,

I'm actually suggesting that it will ultimately be cheaper to give starting teachers a \$70,000/year position.

Most of us care. Most of us are clever. Most of us deserve competitive wages. Still, we need more caring, clever people to think of joining us before they consider jumping into the other professions. To demand \$70,000 a year is not materialistic or ignoble. The success of our students--and perhaps the survival of our country--is dependent upon our making such a demand. Our students need us to do this. Perhaps, one day, some day, our cloze exercise can be filled with

Those who can do; those who can't SAVE THE WORLD.

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, TX 78752

or call 517-6770. Please send resumes for paid positions.

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

SEEKING: TextTESOL III seeks an auditor to review the TextTESOL III finances. If interested, please contact Eleni Pappamihiel via e-mail at: elenip@mail.utexas.edu or via mail at: TextTESOL III, Dexter Hall, 1103 W. 24th St., Austin TX 78705.

The Perfect Murder: featured at your local bookstore

Four Women Mystery Writers

submitted by Mary Lou Price

Recently, I've become addicted to mysteries by female authors. In addition to the page-turner plots, I love the strong female characters and the sense of place that these authors create. Here are my current favorites.

Edna Buchanan. My very favorite female mystery writer is Edna Buchanan. Her heroine is Britt Montero, a Cuban-American female crime reporter who invariably steps in to help the police solve murder cases. Her novels are very well-written and give the reader a feeling of being in Miami as her plots include many cups of Cuban coffee, occasional Cuban-American restaurants, and inviting descriptions of the bays and beaches of Miami. Some of her titles are *Act of Betrayal*, *Suitable for Framing*, and *Miami, it's Murder*.

Carolina Garcia-Aguilera. Carolina Garcia-Aguilera is a Cuban-American writer who also bases her novels in Miami. Her heroine, Lupe Solano, is a smart and beautiful Cuban-American private investigator who continually surprises the traditional men she meets. Cuban-American culture is featured even more prominently than in Buchanan's novels. She has written two novels: *Bloody Waters* and *Bloody Shame*.

Mary Willis Walker. Mary Willis Walker is Austin's very own top-notch, award-winning mystery writer. She tells a great story! Her novels are set in Austin and mention many familiar Austin sights. I've read her first three novels, *Zero at the Bone*, *Under the Beet Cellar*, and *Red Scream*, all of which feature female characters who solve a mystery, and loved them all. I heard recently that her fourth novel has just been released.

Sarah Paretsky. Before there were Walker, Buchanan, and Garcia-Aguilera, there was Sarah Paretsky, who sets her novels in Chicago and uses problems and places in Chicago as an integral part of her plots. Her heroine is V.I. Warshawski, a tough private eye who grew up in Chicago and knows its ins and outs. Paretsky has written many V.I. Warshawski books, including *Bitter Medicine* and *Tunnel Vision*.

Fresca This!

submitted by Dallas Baxter

Here's a recipe from Mexico to help you keep your cool this summer. It's a refreshing, sipping drink for a hot summer day.

Cucumber Fresca

3qts. water

1 large unpeeled cucumber cut in chunks (trim ends)

1 cup sugar or to taste (you can use sweetener, but experiment with how much)

juice of one lemon

Whirl cucumber, sugar and 2 cups of water in a blender until liquified. Pour into a one gallon container, add remaining water and lemon juice. Shake to blend. Serve over ice with mint sprigs.

Delicioso!

Summer Surfin'

submitted by Russell Watson

Summer's here and the time is right for... Professional Development! Wait, don't stop reading! I'm going to help you spread that definition as thin as possible. This summer, instead of going outside and damaging your skin with those awful UV rays, take a nice comfortable seat in your air conditioned house or office, fire up that computer and SURF! Here are some tips on how to get the most from your surfin'.

For some straight shooting ESL sites, start with our website www.textesol.org/region3. Go visit our international parent organization at [TESOL online](http://TESOLonline), or go to our ESL WWW Links page (with the lovely lime green background) which is a great jumping off point to the world of ESL. Follow links to ESL sites all over the world. If you come across a great page that we don't have listed, E-mail the address to me at ruswat@onr.com and I'll put it on our links page.

Tired of ESL sites? Ever heard of "realia," that catch-all which allows us to get away with using anything to teach ESL? Well, any site "could" be used for teaching, and if you surf with that in mind, then point and click your way to fun sites for your class! Start with YAHOO at www.yahoo.com , the hierarchically organized directory of much of the web. I like this site because it can be searched at random or by following strings of links related to any topic that interests you.

Visit your cupboard and look at some of the packages. Lo and behold...almost every one has a web site! Try [Chips Ahoy](#), [Bayer Aspirin](#), your bank, [HEB](#)--all of these folks have information on-line that could be of personal or professional interest to you. If you run out of ideas, visit your favorite TV station -- Comedy Central has a wacky web site www.comcentral.com. Check up on those lovable twerps from Southpark (though I DON'T recommend using this site in your class :-). Also, if you insist on reading books this summer, check them out first at amazon.com, the first online bookstore. They have reviews from publications and regular folk, and sometimes personal notes by the author. They also might save you some money--even compared to your local mega-bookseller.

For some science fun, try Newton's Apple at <http://www.pbs.org/ktca/newtons/>, or NASA at www.nasa.gov . They have tons of educational material. Just take some time to play and you'll be surprised how much educational material you'll come across.

Kaleidoscope: Reading and Writing

Published by Houghton Mifflin Company

*reviewed by Leslie Moore,
Texas Intensive English Program, Austin*

One of the gripes heard in ESL teacher lounges has been the lack of many good on-level reading materials for high-beginning and intermediate university-bound international students. *The Kaleidoscope: Reading and Writing* writers have sought to plug this hole in the curriculum with their new series (1988, Houghton-Mifflin Company).

The first departure from other texts is in the books' visual appeal. Vivid cut-outs of photographs of brightly patterned objects (a parachute, native American headdress) grab the eye and propel the reader into the pages of the book itself, where parts of each page are highlighted by shades of the same warm color (red/orange) found on the cover. On each page the text is

spatially arranged so as not to intimidate the reader: columns and neatly laid-out graphs and side-bar boxes organize the text. There are few pages with those dense paragraphs of prose in which a less skillful reader might get lost. Clearly drawn cartoon illustrations are interspersed with black-and-white photographs throughout the text, helping the reader to anticipate the reading and to reinforce the reading theme. However, while the graphics provided well amplify the text, there is no color other than the monochromatic shades found throughout each textbook, resulting in a certain visual monotony.

Kaleidoscope 1 deals with themes that are probably familiar to most students: describing oneself and others, travel, living environments, E-mail, culture shock, and family issues. The issues presented are interesting and topical, such as the unit on E-mail, which walks the student through the parts of a message, E-mail etiquette, conventional symbols, and variations in rhetorical register.

Kaleidoscope 2 deals with being new in a new place, body language, pets, health, celebrations, and work. All of these topics seem relevant to the life of an international student except perhaps that of pets. Because many cultures do not hold the same affection for pets as Americans do, it seems a questionable choice of subject matter, especially for three chapters of the text (one complete unit).

Each book is clearly organized. The Table of Contents clearly labels each unit (consisting of 3 chapters), chapter, and chapter section. Following the table of contents is a two-page grid called "At a Glance," which provides a visual overview of the book's contents, with each unit segment marked off according to task. This breakdown is not as clear as it might be, as some chapters offer these tasks while others do not. However, following each item are the chapter numbers in parentheses. The preface gives an overview of the text's features and provides a brief *raison d'être*. It also offers suggestions for supplementary reinforcement activities for vocabulary and grammar.

I was impressed by the excellence of the pre-reading exercises that help the readers to anticipate the readings, such as "An Unforgettable Travel Experience," in *Kaleidoscope 2*, Chapter 3. A series of five cartoons is presented; the task is for the students to determine their logical story sequence. After this is done, the story itself is presented on the following page; hence, the reader already knows the "plot" before beginning the reading.

While the pre-reading exercises anticipate the reading, the post-reading exercises analyze the grammar and vocabulary raised in the reading, stressing the importance of getting the meaning from context. The pre-writing exercises carefully lay the groundwork for the writing activity by presenting tasks that require the student to use his/her knowledge gained in the post-reading activities. Thus the connections between the reading and the student's writing task are very carefully created. Post-writing editing tasks have the students analyze particular writing and/or grammar points, and then apply their analysis

to their own papers. Rarely have I seen a writing text so well put together.

The *Kaleidoscope* series effectively integrates the reading, writing, and grammar skills presented through conceptually unifying themes. While the use of three chapters per thematic unit offers intensive review of grammar, reading, and vocabulary through repetition, it can also be excessive if the topic does not appeal to students, such as the unit on pets. And while the order of the tasks has clearly been carefully sequenced, perhaps a greater variety of task types would enhance students' interest in and understanding of individual reading texts; additional vocabulary exercises could be incorporated for further practice. Also, some of the questions in the editing exercises are general and don't guide the students as clearly as intended. However, all in all, this series succeeds very well in developing the literacy needs of the high-beginning/low-intermediate international student.

TESOL Academy

The University of Texas at San Antonio: July 17-19, 1998

TESOL Academies are designed specifically for ESL/EFL teachers like you and provide the continuing education you need. Teachers who enroll in TESOL Academy workshops engage in high quality, hard-hitting, practical workshops led by top professionals in language teaching. These dynamic workshops are interactive forums for professionals like you who are committed to lifelong learning and effectively touching the lives of your students. In essence, TESOL Academy workshops minimize the lecture and maximize the practice. Designed by ESL teachers for ESL teachers, the solutions presented are practical, tested, and effective, and you will have the chance to test them for yourself.

Literature-based Second Language Teaching

This workshop focuses on the ways stories, poems, drama, and biography can serve as pivots for skills integration. Participants explore the rationale for literature-based instruction, discuss relevant issues, examine programs, and experience and reflect upon group-generated lessons.

Intended audience: Second and foreign language teachers (K-adult).

Mining the Internet for ESL Tele-Riches

This session will introduce participants to the information riches now available to ESL teachers and students and the exciting opportunities for communication with others around the world. Participants learn how to design webquests that immerse students in explorations about a topic of interest and review outstanding web sites for their educational and communicative possibilities. No previous computer experience is required for this session. Intended audience: K-Adult teachers and administrators with beginning to intermediate knowledge of the Internet.

Multiple Intelligences: A Guide to Perceiving, Engaging, and Assessing Language Learners

This workshop assists educators in understanding the multiple intelligences (MI) philosophy and acquiring "intelligence-fair" methods of perceiving, engaging, and assessing language learners. Participants engage in collaborative activities, analyze video vignettes, examine their own intelligence profile, and explore practical applications of MI to language teaching.

Intended audience: ESOL teachers, prospective teachers, and regular classroom teachers who have ESOL students or teacher trainers.

Pronunciation: The Missing Link in Communicative Language Teaching

This workshop shows how pronunciation affects communication, both oral and aural, as well as learners' ability to read and write. Participants learn about the basic components of pronunciation and which ones merit the greatest attention. As participants try out different types of practice activities and sample materials from the latest pronunciation texts, they also examine methodologies of teaching pronunciation.

Intended audience: ESL/EFL teachers interested in applying theory to practice and learning how to help students improve their pronunciation.

Teaching ESL in the Workplace: A Toolkit for Beginners

This workshop is designed for people with some knowledge of and experience teaching ESL who wish to learn about teaching ESL in the workplace. Participants cover the fundamentals of workplace ESL, including how teaching ESL in the workplace differs from teaching ESL in a school setting; how to write a workplace ESL proposal; unspoken rules for dealing with training, human resources, management and union personnel as well as supervisors and workers; how to conduct a

needs assessment; how to design a curriculum and how to handle billing.

Intended audience: ESL teachers with little or no knowledge or experience teaching English in the workplace.

Using the TESOL Pre-K-12 ESL Standards for Curriculum and Assessment

Participants develop curricula and assessments using ESL Standards for Pre-K-12 Students and its companion document, *Managing the Assessment Process: A Framework for Measuring Student Attainment of the ESL Standards*. The main themes will link the ESL standards to curriculum development, assessment, professional development, and instructional practice.

Intended audience: Curriculum and assessment specialists, program coordinators.

For more information, visit [TESOL Online](#)

Films to Teach With From A to Z

submitted by Dallas Baxter

Looking for flicks with which to entertain and educate your students? The following are tried and true films that fit the bill. I would suggest spending at least three classes on any movie: the first to prep, the second to watch, and the third to review and discuss. Students will not get bored because you stick with the same film. Rather, they will understand the plot more and more with each viewing, and probably even rent it to watch at home (again!).

Big. Tom Hank's best movie. Stretches the imagination. Good for discussing the difference between adults and children's reactions to things.

Ghost. Funny. Good conversation starter about spirits, the importance of ancestor spirits to a culture (Asian, Mexican to name two), the beliefs of the different religious faiths about the spirit after life on this planet, communicating with the dead: a host of juicy conversations!

Ground Hog Day. Fun on many levels from the comedy to the redemptive philosophy. Also good because the moments are repeated over and over so students get to see and increasingly comprehend the plot as the film progresses. Good movie for

retelling the story.

Green Card. The situation will be familiar to everyone who is getting, hopes to get, or would-do-anything-to-get a green card. Gerard Depardieu gives students a chance to hear standard English next to Gallic accented English.

Moscow on the Hudson. A movie about diversity and getting into a new culture. Good for opening a discussion about the student's own journey into a new culture.

Stand and Deliver. An inspirational movie about doing what you don't think you can, about rising to expectations, the value of high expectations, overcoming old ideas and excelling, as well as dedication. Good for teens and parents, and especially good for immigrants who may feel they will never belong.

Witness. A good yarn. Interesting to see the contrast between rural and urban America, different ways of life, conversations about urban and rural life in other cultures, relationships between cultures, barriers to overcome or to understand can't be overcome.

The Wizard of Oz. With advanced students, first read the book and then watch the movie as the film is difficult. The book is also full of philosophy and not just for kids. It's useful to compare and contrast the book and movie versions. Doing questions for each reading assignment will assure that students stay on track, while also promoting lots of discussion..

Congressional Reps Dance While Interculturalists Tune in to Golden Oldies

*by John Schmidt,
Texas Intensive English Program, Austin*

In the previous issue of the TextESOL III newsletter (Volume 2, No.2, March/April 1998), I wrote about the TESOL Central Office advocacy booth at the 1998 TESOL Convention in Seattle, orchestrated by John Segota, Project Coordinator from the TESOL Central Office. As part of the TESOL letter-writing campaign to the U.S. Congress, from Seattle I wrote letters to Texas U.S. Senators and our U.S. Representative in support of the President's proposed budget, which funded bilingual teacher training, adult ESL education, and the Hispanic Agenda.

As noted in the previous issue, within a few weeks I received a reply from U.S. Representative Lloyd Doggett, in which he confirmed his agreement with my position on these issues. He added, "My wife Libby worked for several years as a bilingual educator in Austin. Based on both her experiences as a teacher and my own experiences growing up and living in Texas all my life, I am convinced that preserving native languages and learning English, through education and other means, are powerful tools in building and strengthening community... I will seek opportunities to address your concerns as the appropriations debate continues."

Since the last newsletter, I have heard the following from the U.S. Senators from Texas:

"English is the language of opportunity in America, and I believe strongly that we fail our children and cripple their chance to succeed when they are taught in any other language. Accordingly, I oppose federally mandated educational efforts in which children are taught subject matter in anything other than English. Locally operated programs of bilingual education may be useful, but bilingual education should only be used as a very short bridge to full fluency in English. I intend to apply all my energy toward ensuring that children and adults have the chance to learn English so that they can achieve their dreams and contribute to the prosperity and strength of America." Phil Gramm

"I believe that parents, teachers, and local school districts are best-equipped to meet the unique educational needs of students in their communities. To assist them, I support adequate funding levels for programs that give schools, particularly those in Texas, the local control and flexibility they need to effectively help limited English proficient (LEP) students master the English language. Given today's extremely competitive job market, it is critical that all students learn to communicate well in English. In addition, as those in business continue to seek markets overseas for American products and services, it is also important that students have the opportunity, if they desire, to greatly enhance their skills with fluency in a second language." Kay Bailey Hutchison

At the TESOL Convention Mr. Segota provided the encouragement and assistance in contacting our elected officials in the U.S. Congress. The following month, on May 22, I saw them in action on the House and Senate floors during a visit to Washington, D.C., in conjunction with the 50th annual conference of NAFSA: Association of International Educators. That day I was present in the U.S. House and the Senate galleries, as both bodies passed the largest public works bill in the history of the U.S., totaling more than \$700 billion (yes, "billion") in funds over six years for highways and other transportation initiatives. And what, I ask, is the level of Congressional funding for educational initiatives.. .the intellectual byways of the nation?

Former U.S. Senator Paul Simon, a champion of foreign language education and international academic exchange, inspired

NAFSAns during his address to the NAFSA Annual Business Meeting, to become advocates of such causes and to contact their members of Congress. (More on Sen. Simon's address in the next issue of the TextESOL III newsletter.) I encourage the boards and members of the TextESOL affiliates to work together in such endeavors to the benefit of our students and our colleagues. At a recent TextESOL III affiliate board meeting, it was agreed upon that TextESOL III would strongly encourage TextESOL V, the host affiliate of the 1998 TextESOL State Convention, that Mr. Segota be invited to the November convention to provide a similar service for TextESOLers from around the state to voice their opinions in mass to the U.S. Congress regarding current issues that are critical to both our profession and to the populations that we serve.

For further information and input regarding TESOL's legislative initiatives, contact

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Program Coordinator,
TESOL Central Office,
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Alexandria, VA 22314-2751;
Tel: 703-518-2513; Fax: 703-836-6447; E-mail: john@tesol.edu; website: www.tesol.edu

In the previous newsletter I wrote about the 1998 TESOL Breakfast Seminar that I had the opportunity to chair, in which interculturalists Drs. Janet and Milton Bennett from the Intercultural Communication Institute spoke on "Developing Intercultural Competency". At the NAFSA Conference in Washington, D.C., the Bennetts were joined by Margaret Pusch and Bruce La Brack in a lively panel discussion, entitled, "Two are Better than One: Co-Training for Cross-Cultural Programs". Based upon key words and phrases heard in ten "golden oldies" from the 1960s musical hit parade played during the session, the panelists entertained conferees by bringing into the discussion their personal experiences and opinions on successful and doomed co-training techniques. I will not detail the session at this time but announce the opportunity to catch the panel's "encore" presentation at 7:30 a.m. on Friday, March 12, 1999 in New York City in the TESOL 1999 Breakfast Seminar, entitled "One is the Lonliest Number: Top 10 Hits of Co-Training." Early risers who pre-register for the limited tickets will enjoy this event.

For further background in the field of intercultural communication, I strongly recommend the stimulating intensive training courses of the Summer Institute for Intercultural Communication (SIIC), co-directed by Janet and Milton Bennett, along with Margaret Pusch as associate director. Conducted from July 15-31 in the Portland, Oregon area, the institute offers 41 different workshops, each ranging from three to five days in duration. A first-time trainee at SIC in 1997, I found the institute to be an invaluable and delightful learning experience. For more information on SIIC, call: 503-297-4622, fax: 503-

297-4695, E-mail: ici@intercultural.org or write SIIC at:

SIIC

8835 SW Canyon Lane, Suite 238

Portland, OR 97225

TexTESOLers will have the opportunity to hear Milton Bennett's keynote address at the 1998 TexTESOL State Convention in Arlington this November.

ESL at Manos de Cristo

by Moneta Prince,

Texas Intensive English Program, Austin

Pedro came in the Manos office a month or so ago grinning from ear to ear and holding a piece of paper. "Look!" It was his notification that he had passed his citizenship test. This is a man in his 60's who has faithfully come to ESL classes and Citizenship Classes at Manos de Cristo for at least two years. His English is still peppered with "pero" and "porque," a reflection of years of the Tex-Mex that he has used with his employers, but he seems to understand a lot more than he used to.

Manos de Cristo is a social service agency housed in the El Buen Pastor Presbyterian Church on Willow Street in east Austin just south of Cesar Chavez. The old Sunday School rooms at the church are well used during the week. There in the mornings and at night Hispanic immigrants are learning English from volunteer teachers. On Saturday mornings there are classes in citizenship.

Besides ESL and Citizenship classes, Manos offers food and clothing to the poor. The Manos de Cristo Dental Clinic, located on Cesar Chavez around the corner from El Buen, is a place where the poor can receive very inexpensive dental care from volunteer dentists. There are approximately 4000 visits a year.

In July Manos will have a Back-to-School event, which will be opened by Gov. George W. Bush. Adopting Sanchez Elementary School, Manos is helping those children and others get ready for school with supplies and at least two or three

pieces of new clothing. All the Presbyterian churches in Austin are helping with this.

ESL Teachers "Born" at Manos de Cristo

Many ESL professionals have been "born" at Manos. Volunteers come to take on the challenge of a totally new experience and often are turned on to ESL. One of our former volunteers is getting an M.A. at Columbia in TESL; two others are teaching abroad now in Costa Rica and Korea. Teachers appreciate the profound sense of gratitude conveyed by our students, Hispanic people from Mexico, Guatemala, Cuba, Honduras, and El Salvador. Often these folks work 8, 10, 12 hours a day and then come to study English for two hours in the evening. I have seen many tired volunteers walk into a class half-heartedly and reappear two hours later totally re-energized.

Manos has had interns from UT's Foreign Language Education center. One of these, Lynn Petro, has her own intensive English program now. Another, Andrew Stewart, is now in Argentina teaching. He taught at Texas Intensive English Program before going there. Another former intern, Kirsten Seigfried, also now teaches at TIEP.

Manos de Cristo accepts anyone who wants to learn English. No questions are asked. Once when I was teaching the pattern "__ like to VERB __," one of the students said mischievously, "No green card, but I like to swim." The only requirements are that the student must register on time and must buy the textbook.

There are tentative plans to open more ESL classes in the evening at the site of the former Trinity Presbyterian Church, east of Cameron Road and just south of Highway 290 to Houston. There are many recent arrivals to the U.S. in that neighborhood.

Volunteers Needed

We need volunteers! We have classes in the mornings Monday, Wednesday and Friday, and in the evenings on Tuesday and Thursday. The classes at the new site will also be Tuesday and Thursday evenings. If you are interested, please call Manos de Cristo at 477-7454 and speak to Lydia Hernandez, the executive director, or to Naomi "Red" Young, her assistant.