TexTESOL III

Texas Teachers of English to Speakers of Other Languages
1103 West 24th Street, Austin, Texas, 78705

April 2003 www.textesol.org/region3

Message From the President

Last September 28th, TexTESOL III had a successful Fall Forum with over 55 attendees from all levels of ESL and Bilingual teaching. Our board members did a fine job with David Schwarzer arraigning the use of rooms at the Sanchez Education Building at the University of Texas, Lisa Lundien for providing food and drinks, Anne-Maire Schlender and Varshna Jackson who handled registration, and Varshna who designed the program. We also elected new board members who are listed on our web site.

On Saturday April 5, 2003 again at the Sanchez Education Building at the University of Texas, TexTESOL III hosts another morning of faculty development, under the title of "Teaching Across Cultures" which looks at the cultural communication issue of an ESL or bilingual classroom. This is a perfect opportunity to add to your professional development. In these times of budget woes at all levels of education in Texas, we are proud to provide in-depth, substantive professional development locally. See page three for more details.

More exciting is our Fall Affiliate Conference which will be held on Saturday October 18, 2003, at St. Edward's University's Ragsdale Center. The morning and afternoon of presentations, a publishers' exhibit, breakfast and lunch, will also include our featured speaker. Dr. Fredericka Stoller of Northern Arizona University will speak in the morning on Content Based Instruction. Late in the day she will also conduct a workshop. We are very happy to be bringing to our area a speaker who presented one of the best programs at last year's TESOL conference in Salt Lake City.

Meanwhile we are busy with another project. We are compiling a database of all area ESL programs: private, K-12, Adult Education, Literacy, Intensive and University levels. We intend this to be a resource for students, administrators and teachers.

Sincerely,

Frank Cronin
President
TexTESOL III

Spring Faculty Development
April 5, 2003
See page 3 for more details.

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BOOK REVIEW

By Frank Cronin

Treatment of Error in Second Language Student Writing
By Dana R. Ferris
University of Michigan Press, 2002

Ferris starts her book with a review of two issues in the teaching of ESL writing. One is the three-decade history of process writing and the other is the debate on the benefit of marking student-writing errors. Remarking on the former, she writes that the process approach correctly places the job of correcting grammar, punctuation, and mechanics to the last step of the writing process, moving it out of the way of the earlier, creative aspect of writing. But she despairs that too often that last step isn't attended to, in part because new teachers to the field, themselves taught to writ during the age of process writing, often don't have the required and sophisticated knowledge of grammar to pass on to students. On the second topic, marking errors, she cites the work of A. M. Johns, John Truscott, and others who show error marking to not be helpful at all and at possibly harmful to student writing.

As early as the introduction, Ferris states her disagreement that error correction doesn't help at the least and is harmful at the most. She argues that much of that research is flawed, in part because it measures teacher feedback to students that is "incomplete, idiosyncratic, erratic, and inaccurate." She also points out that the writing programs in these research projects don't offer comprehensive grammar instruction nor the teaching of proofreading skills, two parts of a multi part approach to helping students find and correct errors themselves, the ultimate goal. Finally, Ferris points to much research of the past ten years that shows just the opposite that error correction helps both in the short term and the long term.

The rest of the book offers practical remedies. The next part focuses on what the teachers need to know about grammar (In her opinion more than what most know.), and how to prepare teachers through training to help teach error correction to students. She chronicles her efforts to from such training in the MA program at her university.

A chapter, "Responding to Students Errors," offers strategies to teach the students to find errors and correct them by moving on a continuum from their being dependent of the teacher for guidance to the point of some degree of self-sufficiency. But how do we get to that ultimate goal, student self-responsibility? Ferris argues for an approach that bundles the following: raising student awareness of the importance of correct grammar in writing, the teaching of grammar mini-lessons, the use of peer editing, and the teaching of specific proofreading strategies. One wonders though why she writes in no more certain terms about the teaching of grammar other than the wavering "teachers **may** need to" offer mini-lessons in grammar and why just mini and not more comprehensive lessons of it.

But the weakest part of the book is the offering of proofreading strategies that are known to all like reading allowed, a reminder about the of the limitations of computer spell checks, having a friend read it. Ferris offers nothing new and innovative. But then that is the weakness of the writing discipline: we haven't come up with new and innovative proofreading strategies to share with our students. We writing teachers continue to do our students a disservice by not showing them the bridge that allows their knowledge of

2002-2003
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Executive Board

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TexTESOL III website:
http://www.textesol.org/region3/

Presents
Teaching Across Cultures

Professional Development Workshops
Saturday April 5, 2003
8:00 to 12:00

Location: University of Texas at Austin, School of Education, Sánchez Building, Room 238 (Dean's Lounge). The Sánchez Building is on the northwest corner of Speedway and MLK.

Parking: • Street parking, particularly south of MLK • Public parking garage about a block east of the Sánchez Building • Non-reserved UT spaces, but be sure to read the signs

Certificate of Participation: Forum attendees will receive a certificate, which can be used to show proof of faculty development or to request Continuing Education Credits (CEUs) authorized by the Texas Education Agency (TEA).

Details and Updates: http://www.textesol.org/region3/
UT Sánchez Building location: http://www.utexas.edu/maps/main/buildings/szb.html

ITINERARY

8:00 to 8:45 Registration, breakfast, and networking
8:45 to 9:00 Opening Remarks
9:00 to 12:00 Concurrent Sessions

Including:
"Bridging the Gap between Teaching and Learning Styles in the ESL Classroom"
"Listening to the voices of Students: Working with Korean Students"
"Now Showing" Culture Clips"

A packet of articles relating to the theme will be available for a small price.

Non-native Speaking Educators in TESOL

By Dr. Zoreh Eslami-Rasekh

The issue of native and non-native speakers of English, relevant to a large number of questions in Applied Linguistics, is mainly important if related to native and non-native English-speaking teachers of English as a second or foreign language. The issue of non-native speakers as English teachers has probably been an issue as long as English has been taught internationally. As Crystal (1997) said, since English is becoming the lingua franca of the world the number of non-native users of English is being increased everyday.

Despite having many non-native members in TESOL, their role in TESOL has not always been visible, recognized, or encouraged. At different institutions throughout the world, although most native speaker colleagues are supportive, some administrators and colleagues appear to view English language teaching as the sole domain of native speakers. This attitude is highly questionable, considering the profession's strong support of diversity, multiculturalism, and its related issues. Despite the TESOL organization's opposition to discrimination in hiring process, non-native speaker English teachers continue to face discrimination in obtaining employment (Brain, 1999).

With increasing demand in recent years for ESL teachers all around the world, the role of the non-native speaker has come under closer scrutiny. Lately, it is becoming increasingly evident that 'nativeness' is no longer considered the key element in being an effective second language teacher. As has been pointed out by Kachru (1992) and Crystal (1997) the construct of "nativeness" in English studies are debatable on the cross-cultural, functional and pragmatic grounds. In other words pedagogy and "nativeness" are clearly not related, and well-trained English language educators from any "circle" have the credential for teaching English. It should also be noticed that there are many non-native varieties of English in world that are as equally comprehensible, correct and legitimate as the native varieties and people are increasingly recognizing the diversity of the English language worldwide.

If nativeness is not an important element in good language training then we should not be closing doors on non-native language teachers. Instead, we should look at what is needed for an ESL teacher to be successful. The teacher must be proficient in the target language and effective in his/her teaching. The teacher must be open to the culture of his or her students, present his or her own culture and compare and learn from both groups. He or she must demonstrate classroom management skills and show personal and psychological traits that would make him/her good second or foreign language teacher.

Although ESL students are praised and admired for the multiculturalism and diversity they bring into language classes, non-native English teachers, who can also contribute their rich multicultural, multilingual experiences, are often barred from the same classes. As a result, many non-native speaker English teachers feel the pressure of low morale and self-esteem, lack of recognition, and marginalization. This feeling of exclusion is observed by their hesitation to make contributions or have active participation in different professional gatherings not only at national, state level but also at regional level and affiliate conferences.

As professionals involved in teaching English, we need to address these and other issues related to the role of groups who have been inadvertently marginalized in our profession. Our overall aim should be to strengthen effective teaching and learning of English around the world while respecting individuals' language rights. We should encourage the active participation and inclusion of non-native speakers of English in our formal and informal gatherings and affiliate conferences and promote the role of non-native speaker members in TESOL and affiliate leadership positions. Hopefully, these efforts will strengthen the bond between all of us, native or non-native, and will promote the non-discriminatory vision of our organization.

Brain, G. (Ed.). (1999). *Non-native educators in English language teaching.* Mahwah, NJ: Lawrence Erlbaum.

Crystal, D. (1997). *English as a global language.* Cambridge: Cambridge University Press.

Kachru, B. (1992). "Models for non-native Englishes." In B.B. Kachru (Ed.). *The other tongue.* Urbana University of Illinois Press.

Fourth Annual SIETAR USA Conference
Seeking Middle Ground - Locally and Globally
Austin, Texas ◆ November 19-22, 2003

CALL FOR PROPOSALS

Introduction
As someone who is interested in the intercultural field, you are cordially invited to submit a proposal to present a session at the annual conference of the The Society for Intercultural Education, Training and Research (SIETAR USA) to be held at the Marriott Capitol Hotel in Austin, Texas on November 19-22, 2003.

Austin is a hospitable, diverse city that is not only the capital of Texas but also the home of the University of Texas, the live music capital of the USA and one of the top high-tech centers in the country.

As you read about the theme of the conference, you will see that this city is an ideal location for addressing issues around "Seeking Middle Ground."

SIETAR USA is an inclusive, non-profit, membership organization for educators, researchers and trainers from a wide range of practical and academic disciplines who share a common concern for intercultural relations.

SIETAR USA is part of a network of SIETAR organizations around the world. Through a broad range of activities, SIETAR USA provides a unique opportunity to learn from and share with colleagues in the intercultural arena and advance the body of knowledge and practice in the field.

Conference Theme
The theme of the conference, "Seeking Middle Ground-Locally and Globally," invites us all to explore positive and negative aspects of `Middle Ground from an intercultural perspective. Traditionally, to find Middle Ground means "to mediate, to reconcile, to find new collaborative territory."

The theme has emerged from the location of this year's SIETAR USA conference in the heart of Texas, which has always been Middle Ground. Originally populated by Native Americans, it has been ruled by Spain, France, and Mexico and has been part of the US American Confederacy. Texas has been a place of refuge and new beginning; a place of conflict and assimilation.

Texans have had to create and re-create their own unique cultural "territory." Mirroring international trends, the state is currently at the epicenter of a tussle for Middle Ground as rapid Hispanic/Latino population growth begins to change the demographics of the entire nation.

And Texas is, of course, not the only place in the USA that has had to endure shifting borders and radical changes in social and political systems and structures. Middle Ground can also refer to the globe's most troubled regions - places where political, social and cultural interests struggle and compete.

As such, interculturalists everywhere are actively engaged in finding Middle Ground. In our present troubled times, we need to explore how we can help foster the development of common interests through education, training and research. We also need to discover how we can communicate that finding new ground does not equal loss.

While we as interculturalists assist others to explore Middle Ground, we also need to look inward. What about our own Middle Ground? By finding positive new ground amongst ourselves and within the field, we can understand each other better and enhance the lives of those around us.

Please join us to grapple with some of the most challenging questions of our field and of our age.

Proposal Logistics
The following guidelines will assist you in completing and submitting a proposal. Your proposal must include all of the elements described below in order to be considered by the proposal committee.

We welcome proposals from presenters with all levels of experience. If you are relatively new to the field, we invite you to submit a proposal to co-present with a more experienced interculturalist, such as a colleague, mentor or university professor.

All proposals should be sent to arrive NO LATER THAN MAY 31, 2003 after which you will receive an initial acknowledgment of receipt.

Each proposal will be rated by at least three different people, according to clearly established, objective criteria. You will then be notified of acceptance in plenty of time to pre-register for the conference.

Please submit your proposal in a virus-free Word document and send any questions via email to:
Jeremy Solomons, Program Co-Chair at jersol@aol.com

If you are unable to submit your proposal via email, please mail an original and three copies to:
Jeremy Solomons at 7010 W. Hwy 71, Ste 340/373, Austin, TX 78735, USA

Proposal Guidelines

1. Title of Session
Choose a title that accurately reflects the content of the proposed session. Clever or catchy titles are acceptable, but make sure that they are not misleading.

2. Focus
We are eager to receive any proposal on an intercultural issue relating to the conference theme in the widest sense and we particularly welcome proposals relating to Conflict Resolution and Peacemaking and/or Texas and Hispanic/Latino Culture, to be delivered in either English or Spanish.

3. Target Audience
We are not specifying specific target audiences but please indicate if your proposed session is strongly geared to one of the following types of participants:
- Beginner (0-1 years of experience)
- Intermediate (1-5 years of experience)
- Advanced (5+ years of experience)

4. Desired Session Length
Specify a 60-, 75-, or 120-minute session, regardless of session format (described below). There are a limited number of 120-minute (2 hour) sessions available.

5. Session Formats
Specify the format of your session, according to the following descriptions. Regardless of format, interactive sessions are encouraged. For all formats, presenters are responsible for all materials, including photocopying of handouts.

Workshop: A workshop features a combination of presentation/lecture and interaction with participants. It should have a well-defined structure and include handouts and visual aids. Workshops tend to require 75 and 120 minutes. Within this format a simulation, set of exercises or activity may be conducted to help participants explore their own experience; learn a particular theory or cultural concept; and/or find out how a particular method can be used in training and education.

Panel: A panel presentation consists of three or possibly four panelists offering multiple perspectives and insights on a common topic or theme. The presentation should be structured and allow time for questions. Attendees should receive session materials (e.g., outline of the session, bibliography, handouts, brief biographies of panel members, and contact information for follow up.) One of the panelists should serve as session chair and contact person with SIETAR USA. Panel presentations should be no longer than 75 minutes.

Roundtable Discussion: The presenter will lead participants in a discussion of a proposed topic. While this format permits considerable audience participation, the presenter should propose and follow an outline to permit as thorough and in-depth an examination of all aspects of the topic as permitted in the time allowed. These
discussions tend to fit best into a 60 or 75 minute session.

Formal Paper/Research Presentation: This more formal, academic format consists of the presenter describing the results of a research project and discussing the study. Attendees can expect a question and answer period during this session. Presenters should provide copies of their paper. Formal presentation sessions tend to be suited to 60 minute sessions.

Artistic Expression/Performance: This format invites presentations other than the traditional style that places a primary emphasis on the spoken word. Presentations in this format may rely more on music, visual arts, theater or physical movement to deliver their messages. These sessions are best scheduled for 60 to 75 minutes.

Film/Video Sessions: The presentation and debriefing of a video or film/film segment should include the following: an introduction which prepares participants to see how the film increases ones knowledge of another culture, a cultural concept, or some other dimension of the intercultural experience and a debrief that will enhance the participants' ability to convey such knowledge to others. Please specify the length of film/video. (Please note that we are already planning a film event during the conference but these plans are still being put together).

Interactive Poster Sessions: Papers presented within a poster session have clearly readable posters with data (and/or charts, illustrations, etc.) mounted on a poster board for the length of the session. Copies of the complete paper-or at least a summary-should be available for distribution. Presenters should be on hand to explain/discuss the visually-presented data or research findings during specially scheduled periods (listed in the program). This kind of session is ideal for someone with less experience in presenting at a conference.

6. Session Description
Believing that "less is more", prepare a summary of no more than 300 words with the following information:

Session title
Learning goals and objectives (what participants can expect to take away with them)
Main points and/or key content
Methodologies (e.g.: lecture 40%, exercise 30%, discussion 30%)
Why you think this session is important

7. Presenter/s Biography/ies
Prepare a summary of no more than 150 words for each presenter that describes her or his experience, education and expertise in the topic being proposed.

8. Program Write-Up
Synthesize sections 6 and 7 to create an insert of no more than 100ords for the session and no more than 50 words for the bio that will appear in the actual conference program. This will be the only information available to participants about you and your session ahead of time.

9. Equipment
Please specify what audio-visual equipment you need for your presentation:
Easel and flipchart
Overhead projector
VCR/Monitor
PowerPoint LCD projector (limited availability)
Other

10. Room Set-Up
Please specify your preferred room set-up:
Chairs in theater style
Chairs with tables
Desired number of participants
Maximum number of participants

E. Contact Information
Please provide the following information for each presenter:
First/Given and Last/Family Name:
Primary Affiliation:
E-Mail Address:
Phone:
Fax:
Mailing Address:
Previous SIETAR presentations (what, when, where):

Good luck and if you have any questions at all, please write to
Jeremy Solomons at
<mailto:jersol@aol.com>jersol@aol.com.

Accreditation of English Language Programs in the United States

By Teresa D. O'Donnell

For decades, the ESL/EFL profession has wanted a way to ensure that international students who enter the U.S. to study English receive quality language training. There has been an interest in having a verifiable set of standards that would be applicable to university and college intensive English programs as well as proprietary English language schools. This desire has resulted in the creation of the Commission on English Language Program Accreditation (CEA), a specialized accrediting agency for English language programs and institutions in the U.S..

Efforts to create standards began in the 1960s. Directors of a number of university-based intensive English programs, working through the National Association of Foreign Student Affairs (NAFSA), developed a set of standards and a process of self-study. Later the University and College Intensive English Programs (UCIEP) consortium and the American Association of Intensive English Programs (AAIEP) took up the promotion of standards. This led to an interest in accreditation, and in 1995, Teachers of English to Speakers of Other Languages, Inc. (TESOL) convened a task force to draft standards and create the administrative and governance structure for an accrediting agency. In 1999 the new agency was ready to begin accreditation activities as the Commission on English Language Program Accreditation.

What is accreditation?

Accreditation is a means by which a profession determines common standards and chooses to regulate itself according to those standards. It includes both internal and external review and provides evidence that a program or institution meets a set of standards that have been accepted by a field of study as benchmarks of quality.

Unlike in many other countries, accreditation in the U.S. is a private, voluntary system of nongovernmental evaluation. Large regional and national accrediting agencies accredit universities and colleges, making possible for students to transfer credits from one accredited institution to another. Specialized accrediting agencies are developed within a field of interest and are profession specific. CEA is such a specialized agency, one which was developed by professionals in postsecondary English language teaching and administration..

What does accreditation by CEA entail?

Accrediting agencies follow similar procedures, and CEA's policies and procedures are based on what is considered best practice in accreditation. First, programs and institutions must meet CEA's eligibility requirements. They must offer a postsecondary, multi-leveled, intensive English program for non-native speakers of English. Students must be able to attend at least 18 hours a week for at least 8 months of the calendar year. Eligible programs send a representative to a workshop prior to beginning a self-study. The self-study may take up to 18 months, during which the program responds to the *CEA Standards for English Language Programs and Institutions*. There are 52 individual standards in 10 standard areas: Mission; Curriculum; Faculty; Facilities, Equipment, and Supplies; Administrative and Fiscal Capacity; Student Services; Recruiting; Length and Structure of Program of Study; Student Achievement; and Student Complaints. Once the self-study is complete, a trained peer review team reads the report and conducts a 3-day on-site visit as part of the review.

Next, the 13-member elected Commission makes an accreditation decision based on the self-study and the report of the review team. Accreditation is granted to a program or institution that substantially meets the standards. Provisional accreditation can be awarded to programs and institutions that substantially meet the standards but need to address minor standards-related deficiencies, which can be met within a year. The Commission may also deny accreditation to a program that does not substantially meet the standards, defer a decision when additional information is needed, or

withdraw accreditation from a program that no longer meets accreditation requirements. Initial accreditation is granted for 5 years, but a program may be re-accredited for up to 10 years.

Why is accreditation important?
Administrative and teaching staff, as well as the program itself, all benefit from the accreditation process, which serves to revitalize both programs and people. As strengths and weaknesses are identified in relation to the standards, improvement takes place. The peer review process—by the site review team and by the Commission—are opportunities for helpful feedback on standards-related issues. The annual reporting process and the re-accreditation process, are further means for program evaluation and improvement. CEA reviewers also benefit greatly from the opportunity for professional development they reap from not only the training but also the experience of visiting and evaluating English language programs around the country.

However, students themselves are the primary beneficiaries of the improvements that accreditation brings. They and their sponsors have a means for identifying programs and institutions that have met nationally accepted standards of excellence. They can be assured that the instruction and services promised by accredited schools will be available.

How does one find out more about CEA?
As of the December 2002 Commission meeting, 35 intensive English programs in universities, 3 in community colleges, and 8 independent language institutions were accredited by CEA. Students looking for a place to study and their sponsors can find a list of accredited programs on the CEA web site at www.cea-accredit.org , where there are direct links to all accredited schools. The list is updated following each Commission meeting, as other programs are reviewed and accredited.

Other information on the web site is informative for schools in the U.S. They can learn about CEA policies and procedures, governance structures, fees, and eligibility requirements. And, even if they are not interested in seeking accreditation, they can use the *CEA Standards for English Language Programs and Institutions* as a guide for program development and improvement.

For more information about CEA, you may also contact:
Teresa D. O'Donnell, Executive Director
Commission on English Language Program Accreditation
1725 Duke St., Suite 500
Alexandria VA 22314
703.519.2070
todonnell@cea-accredit.org

Job opportunity

The Refugee Resettlement Program of AAIM (Austin Area Interreligious Ministries) is competing for the contract with the State of Texas to teach ESL to all refugees in Austin brought in under AAIM or Caritas. AAIM would need a coordinator for the program. There will be approximately nine classes with three half-time paid teachers. The coordinator's job itself is half-time and without benefits. The clientele will be approximately 100 refugees with varying degrees of English proficiency, including none at all. They will be from all over the world, but principally Africa, Cuba, the Balkans, and the Middle East. If you are interested, please contact Kara Wayman, coordinator of the Refugee Resettlement Program at 512-472-7627 ext. 23 or karaw@aaimaustin.org or fax your résumé to 512-472-5274.

TexTESOL III Spring 2003

Saturday, April 5, 2003

University of Texas at Austin
Sánchez Building, Room 238

See page three for details.

Are you an ESL or Bilingual teacher in Central Texas?

TexTESOL III wants to hear from you!

TexTESOL III is the Central Texas affiliate of TESOL, an international professional organization whose mission is to strengthen the effective teaching and learning of English around the world while respecting individuals' language rights. A membership form is available in this newsletter and on the TexTESOL III web site.

This is an excellent time to get involved in TexTESOL III because there are several opportunities for service on the executive board. Members are cordially invited to attend the board meetings and consider becoming a more active in TexTESOL III. Board meetings are held at the Texas Intensive English Program, Dexter Hall, 1103 W. 24th Street, Austin, Texas, 78705. The meetings begin at 5:30 p.m., and the date of the meeting is posted on the TexTESOL III web site: <http://www.textesol.org/region3/>.

Calendar of Events

March 25-29, 2003: TESOL 2003, *Hearing Every Voice*, Baltimore, Maryland, USA.

April 5, 2003: TexTESOL III hosts Teaching Across Cultures

October 18, 2003: TexTESOL III hosts The Fall Affiliate Conference, featuring Fredericka Stoller of Northern Arizona University

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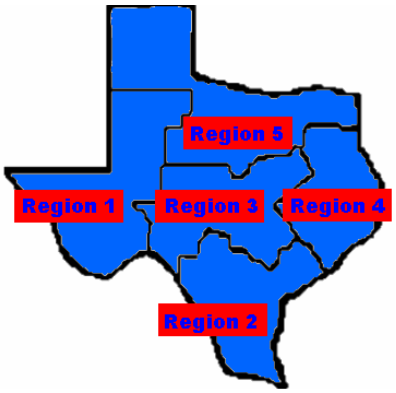
Seeking Middle Ground - Locally and Globally
Austin, Texas November 19-22, 2003

Fall 2005: TexTESOL II hosts TESOL Conference.

Fall 2006: TexTESOL III hosts TexTESOL State Conference.



Region 1: El Paso area
Region 2: San Antonio area
Region 3: Austin area
Region 1: El Paso
Region 2 : San Antionio
Region 3: Austin
Region 4: Houston area
Region 5: Dallas area

Web Sites

http://www.tesol.org/
http://www.textesol.org/
http://www.textesol.org/region3/