



# TexTESOL III Newsletter

Texas Teachers of English to Speakers of Other Languages

Volume: 1

Issue: 1

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[www.textesol.org/region3](http://www.textesol.org/region3)

## Call for Newsletter Submissions

Do you have some thoughts on the teaching of English to speakers of other languages? Do you have personal stories to share that are related to TESOL issues? Do you have helpful tips for other TESOLers?

If you do, please consider submitting an article to TextTESOL III Newsletter.

Submission deadlines:

Submission	Publication
12/15	1/15
3/15	4/15
6/15	7/15
9/15	10/15

Visit

[www.textesol.org/region3/textesol3submis.s.html](http://www.textesol.org/region3/textesol3submis.s.html) for submission types and guidelines.

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## TEXTESOL III NEWSLETTER

### ADVERTISING RATES

Effective 2009

	Full Page (per issue)	½ page (per issue)
Single Run Ad	\$ 150	\$ 100
2 Consecutive Ads	\$ 115	\$ 85
3 Consecutive Ads	\$ 100	\$ 75
4 Consecutive Ads	\$ 80	\$ 65



## Weaving Webs

### Games for the brain

<http://www.gamesforthebrain.com/>

As we all know, the brain needs to receive plenty of oxygen to work properly, and the best way to get oxygen through the bloodstream to the organ is to use it, flex it, make it work. The brain needs to be worked just like any other muscle, and brain games are a great way to wake your brain up! "Games for the Brain" website provides various games to do just that. They also provide interesting tips throughout the games on how to make the most of your brain. Enjoy!

Here a few sample tips:

**Brain tip:** Practice your recall! After looking at a sculpture or painting, turn away and recall the details. After reading a newspaper article, recall it and tell someone about it.

**Brain tip:** Meditate! It can even improve your test scores. University students who took a late-afternoon test after meditating for 30 minutes had better scores than those who napped for the same time.

**Brain tip:** Learn a new word every day! Working vocabulary correlates with intelligence. New words give us new ways to think, re-energize our brain, and allow us to process ideas with greater nuances.

### Authentic Reading Materials

[www.newsademic.com](http://www.newsademic.com)

An international newspaper for the ESL/ EFL or young readers. By completing the *Newsademic* registration process you will receive by email:

- A FREE copy of the latest issue of *Newsademic* and accompanying Classroom Activities and
- FREE copies of *Newsademic's* COVER STORY, together with the relevant Classroom Activities, sent to you every other week.

*Newsademic* provides teachers and students with a great authentic reading resource. The news articles in *Newsademic* are accessible and address current global issues and current events. The newspaper is well prepared and engaging, students find that tasks break up the reading into more enjoyable chunks. The activities are useful in the classroom as they can be used in many capacities.

### Online Materials

<http://bogglesworldesl.com/>

**LANTERNFISH** is a valuable online website that contains many tools and resources for the ESL/EFL teacher; including jobs, worksheets, printable flashcards, an ESL glossary, games, songs, conversation starters, cloze activities, phonics lessons and much more.



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## TESOL CONVENTION

The convention started on Thursday March 26, 2009 and ran through Saturday March 28, 2009 and was held in scenic Denver, Colorado. The large and spacious Denver conference venue accommodated a large number of attendees from all over the world. Hundreds of sessions and keynote speakers provided

innovative and cross-disciplinary approaches to English language teaching. TESOL's Job Market-Place began prior to the convention through a comprehensive online system that allowed job seekers to search jobs and recruiters to match jobs with qualified candidates for interviews on site.

## Literacy Day at the Capitol

by Dawn Allen

On February 12, over 400 adult literacy students, advocates and teachers from around the state gathered in Austin to take part in Literacy Day at the Capitol. Sponsored by the Literacy Coalition of Central Texas, the goal of the event was not only to empower students to participate in the legislative process, but to inform the Texas State Legislature of the incredibly important issues facing adult education.

The day started in downtown Austin where participants were trained on how to navigate the capitol and talk with elected officials. Suzii Paynter, Director of the Christian Life Commission energized the crowd telling them "Your elected officials are VIPS. But today you are the VIP. You come to bring the message to your elected official that 'I have something to say. I am here to say it. I have the information that will help you to make a good decision today.'" Students then marched to the capitol armed with data such as the fact that one in five adults in Texas reads below the fifth grade level, and that Texas ranks last in the amount of money spent to help this population. Students spoke with legislators about the role literacy and ESL programs have made in the quality of their lives. Advocates also urged legislators to support a proposal by the Higher Education Coordinating Board, the Texas Education Agency, and the Workforce Commission to appropriate \$50 million to fund adult education and literacy in Texas.

The day concluded with a rally on the capitol steps. Fatima Perez, a GED student at Austin Learning Academy, moved the crowd as she spoke of how her life has been changed through education. Several elected officials and business advocates also spoke at the rally. Sylvia Lopez, a student in English at Work's workplace ESL class at Whole Foods Market appropriately summed up the feelings of many of the participants by saying, "This was wonderful. I've never done anything like this in 30 years. This was a very important day."



## Texas Foreign Language Education Conference

TexFlec sponsored by Foreign Language Education Student Association and Foreign Language Education Program at The University of Texas at Austin was held in April 3-4, 2009 on UT, Austin campus. A variety of sessions focused on progressive practices and ideas that apply current theories and promote interdisciplinary research in the field of Foreign Language Education. Keynote



presentations by Dr. Carol Chapelle (Iowa State University, Professor, TESL & Applied Linguistics) and Dr. Michael Long (University of Maryland, Professor of SLA & Director, School of Languages, Cultures, and Literatures) attracted a large number of attendees including graduate students, foreign language education teachers, researchers and faculty from different universities around the nation.

## You are invited to the Boston TESOL Party! Come and help re-imagine TESOL!



### CALL FOR PARTICIPATION

**Re-imagining TESOL, 44th Annual TESOL Convention and Exhibit**

March 24–27th, 2010 , Boston, Massachusetts USA

#### **TESOL Team 2010:**

Diane Carter  
*Convention Program Chair*

Leslie Barratt  
*Associate Program Chair*

Ahmar Mahboob  
*Associate Program Chair*

#### **Host Affiliate:**

MATSOL

Christine Canning-Wilson  
*Local Co-Chair*

Melissa Latham  
*Local Co-Chair*

#### **DEADLINES FOR PROPOSALS (All Proposals):**

Tuesday, June 2, 2009, 5 pm EST

#### **Supporting Materials for Video and Digital Media Theater Proposals:**

Monday, August 3, 2009, 5 pm EST

#### **Convention 2010 Theme: Re-imagining TESOL**

You are invited to join us in re-imagining TESOL at the Boston TESOL Party! The 2010 Convention Team is planning a variety of sessions and activities to encourage professional conversations, promote member participation in the organization, stimulate thought and reflection, and revitalize your zest for teaching. Submit your proposal to add your voice to the ongoing dialogue about the issues, practices, policies, and direction that our profession and our organization should take as we begin a new decade.

For further information about the convention and submissions, please visit:

[http://www.tesol.org/s\\_tesol/convention2009/docs/BostonTESOLPartyFinal.pdf](http://www.tesol.org/s_tesol/convention2009/docs/BostonTESOLPartyFinal.pdf)



## **Second Language Processing & Parsing: State of the Science**

### **Texas Tech University**

May 21-24, 2009

**Texas Tech University** is proud to host the first conference on second language processing and parsing on May 21-24, 2009. As a unique research institution situated in West Texas, Texas Tech offers degrees in applied linguistics, linguistics, education, and related areas. You will find Lubbock to be a hospitable and warm city, and the Department of Classical and Modern Languages and Literatures looks forward to hosting you in May 2009.

**Plenary Speakers:** David Birdsong, Harald Clahsen, Alan Juffs, Michael Sharwood Smith, Bill VanPatten

**Invited Colloquia:** Paola. E. Dussias, organizer: "Issues in Syntactic Processing"; Gretchen Sunderman, organizer: "Issues in Lexical Processing"; Andrew P. Farley, organizer: "Issues in Instruction and Processing"

## **Lighting the Literacy Fire!**

Saturday, May 2, 2009

9:00am - 12:00pm

**Featured Speaker:** Jill Eggleton

A renowned educator and author, Jill Eggleton will be addressing her unique reading approaches and the practical implementation of school literacy programs with a focus on the 'thinking strand' of literacy for Emergent, Early, and Early Fluent Readers. This workshop includes complimentary breakfast/brunch, 3 professional development hours, and sample copies of Jill's readers!

**Cost:** FREE (includes breakfast /brunch)

**Location:** Education Service Center Region XIII, 5701 Springdale Road, Austin, Texas 78723

**For more Information:** Stacey Shackelford, 512.919.5451, [stacey.shackelford@esc13.txed.net](mailto:stacey.shackelford@esc13.txed.net)

**Registration Information:** <http://ecampus.esc13.net> or 512.919.5219

## **Promising Practices for English Language Learners Symposium**

May 4-5, 2009

Renaissance Dallas Hotel

Dallas, TX

ISLA Promising Practices for English Language Learners Symposium will be held on Monday & Tuesday, May 4-5, 2009. The training session will be held at the Renaissance Dallas Hotel, located at 2222 Stemmons Freeway, Dallas, TX, 75207. There is no fee for attending the symposium and a continental breakfast and lunch will be provided on both days.

The conference is sponsored by Project ISLA in collaboration with TEA. Each participant should complete the conference registration form and fax it to Carmen Boatright at (361) 825-2732 or email the form to Carmen Boatright at [carmen.boatright@tamucc.edu](mailto:carmen.boatright@tamucc.edu). Questions concerning the details of the training session can be directed to Carmen Boatright at (361) 825-3447.

# Ready, Set, Monday!

**by Katherine Fouché**

"Like the back of my hand."

A few of the sessions at TESOL focused on automaticity, or the "knowing how to do something so well that you do not have to think about it while doing it... The ability to do things without occupying the [mind](#) with the low level details required. It is usually the result of [learning](#), [repetition](#), and practice. (Wikipedia, 2009). In one of the sessions, I saw a bag of poker chips being used as a means to automaticity. The technique that was used was interesting. The presenter said she explained to her students what the chips would be used for: one chip equaled one speech error...you didn't want to have a lot of chips at the end of the class. Students would begin to just see the step forward by the teacher with a chip in her hand, and consequently the student would self-correct. If a student wasn't able to correct the error, it became a teaching moment. The presenter asserted that it was indeed effective in teaching students to internalize and recall the structures that give language, but it would be incomplete without the communicative setting to produce meaningful language. So, break out your Texas Hold 'Em gear - and for more information on this technique, please contact Cori Weiner at [ctweiner@bu.edu](mailto:ctweiner@bu.edu).

"Memory, in the corners of my mind..."

Learning a language demands a lot of words to be remembered, but there are various ways to go about the task of memorizing. At a spring seminar hosted by TexTESOL II entitled "Brain-based Strategies to Reach ESL Learners\*", participants were asked to memorize 1-20, 20 keywords, and 20 motions or gestures. For example, we started off with "1, sun, [circling a pointed index finger upward], 2, eyes, [index and middle fingers pointing to the eyes], 3, triangle [making a triangle with both index fingers and thumbs]," and so on. A few hours later, after a few practices and pop quizzes, even those who didn't get it the first time or two, or who weren't trying to memorize the list, were correctly reviewing it with a partner. I wondered how often I was practicing multi-sensory, multi-intelligence activities that incorporated some much-needed repetition and fired up imagination and memory. This seems like a good way to warm up a class!

\* Workshop was presented by Will Baker, M. Ed., Diagnostician & Educational Consultant, with original slides from Dr. Sam Ortiz.

*Contributor: Katherine Fouché is an ESL instructor at ESL Services, UT Austin and also works independently as an academic consultant. She can be contacted at [kfouch@austin.utexas.edu](mailto:kfouch@austin.utexas.edu)*

## THANKS GO TO...

**by Lindy Kosmitis**

TexTESOL III would like to thank all of the exhibitors who attended the 2008 TexTESOL III Regional Conference in Austin on Saturday, December 6th. The conference would not have been the success that it was without the participation and the generous contributions of McGraw-Hill ESL/ELT, Cambridge University Press, Pearson Longman Education, Heinle & Heinle, Abrams Learning Trends, the English Language Fellow Program and Compass Publishing. Thanks to these exhibitors, conference participants had the chance to win exciting door prizes including books, gift baskets and an IPOD.

Raffle prize winners included Shelby Tracy of Austin Learning Academy, Hayriye Kayi of the FLE Graduate Program at UT Austin, Pam Gorney, Nicole Furnvisen and Lindy Kosmitis of Texas State University, San Marcos.

**The grand prize**, I-Pod, was awarded to Elsa del Valle-Gaster of ESL Services, UT Austin. TexTESOL III thanks all of these exhibitors for their participation and hopes to see them at the TexTESOL III 2009 Regional Conference.

# ADVOCACY BULLETIN

by Ronit Ricoy

## NATIONALLY

Secretary of Education Arne Duncan announced \$44 billion of stimulus package funds to "lay the foundation for a generation of education reform and help save hundreds of thousands of teaching jobs at risk of state and local budget cuts." The full press release, including guidelines and application procedures, is available on the U.S. Department of Education website. For additional information related to the American Recovery and Reinvestment Act (ARRA), visit [Recovery.gov](http://Recovery.gov).

The TESOL (Teachers of English to Speakers of Other Languages) Board approved three additional position statements in March: *Opposing Bullying, Harassment, and Hate Crimes*; *English Entrance Exams for Nonnative English Speakers at Schools and Universities*; and *Fairness and Equity in ESL Program Reduction*. To read these statements in their entirety, visit the TESOL website, [www.tesol.org](http://www.tesol.org).

**U.S. Federal Update** was presented at the TESOL Convention in Denver, Colorado last month and included an overview of the people, positions,

and policies of the Obama administration as they relate to education. John Segota, Director

of Advocacy and Professional Relations at TESOL, informed the audience that the presentation will soon be available on the TESOL website. Check the Federal Education Update under Advocacy Resources (click on the Issues tab) for

ongoing updates.

## STATEWIDE

The anticipated January 31 deadline for a preliminary plan to overhaul certain ELL programs came and went. In our last newsletter, we reported that the state's request to postpone the order had been denied. Shortly after, the U.S. Court of Appeals, Fifth Circuit, granted TEA a stay pending oral arguments in June.

Live video webcasts of State Board of Education meetings may soon be available. On March 30, the Texas House tentatively approved a bill by Austin Democrat Donna Howard that would add video; audio is currently available.

Over half of the House is supporting House Bill 130, sponsored by Arlington

Republican Diane Patrick, which would provide additional funding for full-day prekindergarten for eligible children and set standards for teacher qualifications, curriculum, and class size. The program serves ELL, low-income, homeless, military families and foster children.

## LOCALLY

In February, hundreds of ESL students joined advocates, teachers, and legislators for Literacy Day at the Capitol. Participants met for advocacy training, held at First Baptist Church, then marched three blocks for the Rally on the South Steps. Speakers included Senator Shapiro, Representative Eissler, and San Marcos Mayor Susan Narvaiz. If you missed the event, you can still download valuable information at <http://www.literacytexas.org/download/capitol.doc>.

The Leander ISD Board of Trustees is hosting "Coffee with the Board" on Saturday, April 18, from 9:00 a.m. - 11:00 a.m. at Waterloo Ice House in Avery Ranch (14900 Avery Ranch Blvd., Austin). For more information, or to learn about EL Civics classes or the Partners in Education program, visit [www.leanderisd.org](http://www.leanderisd.org).

*Have you been able to partner with government or non-profits to provide valuable information to and advocacy for your students? Send your story to [RRicoy@hcbc.com](mailto:RRicoy@hcbc.com) so that others may benefit from your experience!*

### ***Is your program offering ESL classes this summer?***

*If so, please send us the following information: Name of agency, location, contact information, levels, fees. Many programs have limited or even eliminated their summer programs, and students are often unaware of their study options. Based on your input, we will compile a list of area offerings. E-mail Ronit Ricoy, [RRicoy@hcbc.com](mailto:RRicoy@hcbc.com) in June to receive a copy of the list.*



## FOCUS ON CITIZENSHIP

2008 was a record year for citizenship applications and naturalization; this was especially true in the Latino community. The NALEO Educational Fund (National Association of Latino Elected Officials) reports that "461,317 Latino legal permanent residents became U.S. citizens in FY 2008, the largest number of Latino naturalizations in recent history. While the total number of

naturalizations increased by 58% between FY 2007 and 2008, the number of Latino naturalizations nearly doubled during the same period, growing by 95%." 2009 is also seeing significant interest in naturalization. Local organizations and classes can provide information and practical assistance. For information about specific classes (in NW Austin/Cedar Park, East Austin, or South Austin) contact Ronit Ricoy, RRicoy@hcbc.com.

American Gateways (formerly known as the Political Asylum Project of Austin: PAPA) volunteer Holly Miranda presented a seminar on *Family-Based Immigration and The Naturalization Process* at Hill Country Bible Church Northwest (HCBC NW) on March 8, 2009. American Gateways offers free and low-cost legal services and education. For more information, see their website, [www.americangateways.org](http://www.americangateways.org).

## CARLA Summer Institutes for Language Teachers

The [Center for Advanced Research on Language Acquisition \(CARLA\)](http://www.carla.umn.edu) at the University of Minnesota has offered a summer institute program for second language teachers since 1996. Linking research and theory with practical applications for the classroom, each institute includes discussion, theory-building, hands-on activities, and networking with colleagues.



### [Summer Institute Schedule \(2009\)](http://www.carla.umn.edu/institutes/)

CARLA summer institute participants- more than 2,800 to date- have come from all over the world. They have included foreign language and ESL teachers at all levels of instruction, as well as program administrators, curriculum specialists, and language teacher educators. These institutes have been developed and are supported, in part, by the [U.S. Department of Education's](http://www.ed.gov) Title VI Language Resource Center program. The summer institutes are co-sponsored by the University of Minnesota's [College of Education and Human Development](http://www.education.umn.edu) and [College of Liberal Arts](http://www.liberalarts.umn.edu).

The CARLA summer institute program has grown steadily in popularity and many of the institutes fill up quickly. More information about each institute is available on the CARLA website at: <http://www.carla.umn.edu/institutes/>

The cost of each of the CARLA summer institutes is \$350 if registration is received by May 31, 2009 and \$400 after that date. More information and registration forms are available on the CARLA website at <http://www.carla.umn.edu/institutes/register.html> or you can request a print copy of the brochure by contacting the CARLA office at: carla@umn.edu.

## TexTESOL III and TESOL Joint Membership

TESOL and TexTESOL III are proud to introduce the co-membership program, a pilot project that allows you to join both TESOL and TexTESOL III at the same time for a reduced, combined membership fee that gives you a 25 % savings on both memberships. For further information, please visit: <http://www.textesol.org/region3/textesol3members.html>

TexTESOL III has now a blog for members at <http://ttmembers.blogspot.com> All members are invited to post to the blog – just email [webmaster@textesol.org](mailto:webmaster@textesol.org) to receive an invitation to post. When you get the invitation, follow the instructions to sign in, click post, and share!

## DANGER IN LABELS

by Josette Beaulieu-Grace

Handicapped=disabled=physically challenged; American Indian=Native American=first peoples/nations; remedial=developmental=basic English. The list of ever-changing terms could go on and on. At times, it's difficult to keep track of which labels are "in" and which are "out." Generally, one follows the trend without questioning the underlying metalinguistic factors that possibly influenced the change in terminology.

Recently, at the Conference on College Composition and Communication held April 2- 5, 2008, at the New Orleans Riverside Hilton, Christina Ortmeier-Hooper from the University of Massachusetts/Amherst offered an interesting yet disturbing rationale on why the shift from ESL to other acronyms has occurred since the 1970s. Christina argued that there was a definite

correlation between what has been happening on the political level with how the general public and

*One might ask: Do ELLs ever become ELUs – English Language Users? If so, how and when?*

the schools in particular perceived non-native speakers.

In 1973, the "Office of Bilingual Education and Minority Languages" was established. As the title indicates, it ushered in a period of greater focus on bilingual education and English as a Second Language. The underlying assumption was that the learners were competent in a first language. This was a period of focus on and growth of TESOL.

In 1983, *A Nation at Risk: The Imperative for Educational Reform*, was published. This report resulted from Ronald Reagan's National Commission on Excellence in Education. In an open letter, President Reagan warned that the country was falling behind other nations in citizens with foreign language proficiency. He encouraged more Americans to pursue, for four to six years, intensive study of a foreign language, as proficiency in a language (or better yet - languages) other than English was vital for both commerce and diplomacy. The 1990s, especially with the 1994 passage of the "Goals 2000/Improving America's Schools Act" (IASA) witnessed a shift in attitude towards English dominance and a push for English "only." As a result, in 1997, Proposition 227 greatly eroded bilingual education in California. It is not surprising, then, that during this decade non-

native speakers began to be referred to as L2 learners and "disadvantaged" students, and the notion of "limited English proficient students" gained prominence.

In 2000, Proposition 203 ended bilingual education in Arizona. One year later, the "No Child Left Behind Act" referred to "English Language Learners," making ELL the acronym of choice. On the 2002 ballot in Massachusetts, Question #2 ended bilingual education in the Bay State. This same year, the "Bilingual Education Act" lapsed and the "Office of Bilingual Education and Minority Languages" was renamed the "Office of English Language, Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students" - OELA for short. Gone was/is the implication of bilingualism or the students' literacy competency in a first language. One might ask: Do ELLs ever become ELUs - English Language Users? If so, how and when?

At the college level, the current perception of non-native speakers has created an unfortunate situation in writing classes, where the pedagogy has long identified itself with a monolingual student body. On too many campuses, the "deficiency" model of second language writers is very much in evidence. This model is based on a number of erroneous assumptions. 1) ESL/ELL writers belong to a monolithic group. No difference is made between Generation 1.5, recent immigrants and international students; no consideration is given either to a student's major. 2) ELL writers cannot hold together a sentence or engage in conversations about writing until they master the basics. All they need is more grammar instruction; they are not ready to learn about rhetoric. 3) All ELLs are weak students who have failed to master the basics and, therefore, must be taught basic study skills. 4) Regardless of background or prior experiences, ESL/ELL students do not belong in mainstream composition classes. Because of this stereotyping, which emphasizes deficiencies rather than competencies, the students in question are more often than not unable to draw on literacy in their first language to build rhetorical expertise. There is a need for a transformative perspective that acknowledges the strengths and competencies L2 writers bring to and develop in the composition classroom.

It would have been interesting for me to attend the TESOL conference as well as CCCCs to get another perspective on this predicament of when and how to mainstream ESL/ELL, but unfortunately, once again, both the CCC and TESOL conferences were held on exactly the same dates, the first in New Orleans and the second in New York City. . .!

**Review of “Conversation: From Description to Pedagogy”, S. Thornbury & D. Slade.  
Cambridge University Press, Cambridge (2006). viii + 364pp**

by Hayriye Kayi-Aydar

*Conversation: From Description to Pedagogy* provides a comprehensive description of conversation in English and its implications for English Language Teaching (ELT) classrooms. Each of the nine chapters focuses on a different aspect of conversation. In the initial chapters, Thornbury and Slade (2006) present a systematic description of conversational English including its vocabulary, grammar, and discourse structure. Later chapters provide an informed account of the development of conversation in both first and second language acquisition and demonstrate the application of various methodological approaches, procedures and techniques for teaching conversation in English.

In the first chapter, the authors offer a working definition of conversation and look at a wide range of theoretical constructs which provide tools for analyzing and describing conversation. The focus of the following chapter is on the vocabulary of conversation. The chapter starts by introducing different corpora (e.g. COBUILD, BNC, CANCODE, etc.), and the authors present an effective discussion of their significance as a source of information about the frequency, size, density, and variety of individual items in written and oral discourse. The characteristics of vague language, fillers, discourse markers, appraisal and involvement of the speakers in discourse are the other issues the chapter deals with. The next chapter is about the grammar of conversation. First, the distinction between spoken and written grammar is made and then, the syntactic characteristics of spoken language are explained. The fourth chapter deals with the discourse structure of conversation, focusing primarily on the features which are distinctive of spoken English. The authors describe how cohesion and interactivity are

achieved, how topics are initiated, developed and exchanged, and how listeners use different kinds of feedback strategies to ensure the flow of conversational discourse. The fifth chapter is built on the description outlined in previous chapters, describing conversation at the level of genre. The focus, therefore, has moved from the micro-structure to the macro-structure of casual talk, building up a cumulative description of conversation in the process. The authors describe the

different genres that commonly occur in English conversation and then

focus on two of the most frequently occurring genres: storytelling and gossip. The following chapter is a nice review of current theory and recent research into the acquisition of conversational competence in a mother tongue (L1) and a second language (L2). The discussion of how conversational skills are transferred from L1 to L2 is well supported by both theoretical and empirical evidence. Lastly, on the basis of previous chapters and after tracing the history of teaching conversation to the present day in chapter eight, the authors outline an integrated approach to the teaching of conversation together with classroom applications.

*Although the authors aim this book at practicing teachers, this text can be a useful resource for academics and students interested in classroom discourse in foreign language education undergraduate and graduate programs. Teachers will definitely benefit from the implications provided with regard to ELT classrooms at the end of the chapters.*

Although the authors aim this book at practicing teachers, this text can be a useful resource for academics and students interested in classroom discourse in foreign language education undergraduate and graduate programs. Teachers will definitely benefit from the implications provided with regard to ELT classrooms at the end of the chapters. However, teachers who look for 'application' rather than theory might be disappointed with this book as the focus is more on the latter and it offers only a minimum number of activities and materials around which a lesson could be constructed. One of the major strengths of the book is that the reader is given an opportunity to practice the newly gained information through tasks presented at the end of the chapters. These tasks help the reader to absorb the thick theoretical descriptions. Furthermore, the book is richly illustrated with close analyses of samples from oral language and data from authentic sources, i.e. from spontaneous and naturally occurring

conversations recorded in a variety of contexts. The book also introduces of a wide range of theoretical perspectives and methodologies, e.g. Gricean pragmatics (Chapter 1), conversation analysis (Chapter 1 & 4), speech act theory (Chapter 1), critical discourse analysis (Chapter 1), and systemic functional linguistics (Chapter 8). It is written in a reader-friendly, clear style. Unfortunately, a major weakness of the text is its organization. The authors provide a short summary section at the end of chapters one, four, and five but, interestingly enough, no summary is provided for the other chapters although the chapters are almost equal in terms of the length and complexity.

In sum, this book serves as an excellent, introductory level overview of conversational English and teaching conversation but not a comprehensive 'tool-box' for practicing ESL teachers wishing to enhance students' speaking competence in their classes.

## CAREER

TESOL Career Center is the premier electronic recruitment resource for the industry. Employers and recruiters can access the most qualified talent pool with relevant work experience to fulfill staffing needs.

### JOB SEEKERS

Whether you're looking for a new job, or ready to take the next step in your career, TESOL will help you find the opportunity that's right for you.

### EMPLOYERS

Target your recruiting and reach qualified candidates quickly and easily. Simply complete online Registration Form and start posting jobs today!

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# AWARDS

## **TextESOLer of the Year 2009 Award for Affiliate Region III**

**2009 TextESOL State Conference  
November 2009, El Paso, Texas**

Every year, five TESOL professionals in Texas are selected to receive the TextESOLer of the Year Award, with one recipient from each of the five TextESOL regional affiliates. TextESOL Affiliate III would like to invite you to be part of the process by nominating one colleague to receive the award.

### **The Process**

TESOL professionals should be nominated by a staff member from the program or school district. Each nomination should be accompanied by

1. Application form (see the following page)
2. Letter of nomination signed by two nominators describing the most significant contributions and accomplishments that make her/him an outstanding ESL educator.
3. Nominee's 250-500 word philosophy of education describing his/her personal feelings and beliefs about teaching. Describe the rewards s/he finds in teaching. How are his/her beliefs about ESL teaching demonstrated in his/her personal teaching style?
4. (Optional) Up to five pages of supporting documentation such as letters from supervisor(s), parents, students, newspaper clippings, copies of awards (do not send originals), etc.

Once a nominated professional is selected as Affiliate III's TextESOLer of the Year, he/she will then provide

5. A 100-200 word biographical statement for the state conf. program book and the website
6. A 5" x 7" color photograph (send in jpeg electronic format)
7. Registration form for the state conference completed and emailed to [txtesol3@gmail.com](mailto:txtesol3@gmail.com)

### **Criteria**

The nominators should consider the following criteria:

- A TESOL professional who shows commitment to students and excellence in teaching
- A TESOL professional who continues to develop professionally
- A TextESOL 3 member (preferred)

### **Recognition of Winners**

The winning nominee will receive a) complimentary registration to the state conference in November b) complimentary luncheon and recognition at the Awards Luncheon on Saturday, November 8, 2009 in El Paso, c) one year TESOL and TextESOL III membership, d) an award check for \$250.

### **Who is eligible?**

All TESOL professionals in grades K-12, college and university programs, intensive English programs, and adult education programs are eligible for recognition. Current TextESOL III board members are not eligible for this award.

### **Questions**

Any questions or comments should be directed to [txtesol3@gmail.com](mailto:txtesol3@gmail.com).

Please send the application form, nomination letter, and personal statement by

- a) email with attachments to [txtesol3@gmail.com](mailto:txtesol3@gmail.com) OR
- b) mail to TextESOLer of the Year 2009 Award, P.O. Box 1782, Austin, Texas 78767 OR
- c) fax to 512-292-9600



Visit our website at <http://www.textesol.org/region3/> for updates  
**Deadline : May 15, 2009**





## TexTESOL III Membership Application

Texas Teachers of English to Students of Other Languages, Region III

603 13<sup>th</sup> Street, Ste. 1A, #173, Austin, Texas 78701

Phone: 512-232-4376, Fax: 512-475-6810 (Attn: TEXTESOL III)

[www.textesol.org/region3](http://www.textesol.org/region3), [contact@textesol.org](mailto:contact@textesol.org)

Name \_\_\_\_\_

Home Email \_\_\_\_\_ Work Email \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

School/Institution Address \_\_\_\_\_

Current Position/Title: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_

TexTESOL Membership Type (Check one)

\_\_\_\_\_ New member \_\_\_\_\_ Renewal (Membership number: \_\_\_\_\_)

Are you a member of another Texas affiliate? Which? TexTESOL I II IV V

Are you a member of TESOL? Yes No

Annual Membership Fee

\_\_\_\_\_ Regular \$15.00

\_\_\_\_\_ Full-Time Student \$10.00 (University/College attending: \_\_\_\_\_)

\*\*Please make check or purchase order (PO) payable to "TexTESOL III". Bounced check fee is \$25 for each occurrence.

Want to volunteer? Please check areas of expertise, skills, or background you can help TexTESOL III with.

\_\_\_\_\_ trainer/consultant

\_\_\_\_\_ curriculum development

\_\_\_\_\_ public relations (PR)

\_\_\_\_\_ fund raising

\_\_\_\_\_ entrepreneurial/marketing

\_\_\_\_\_ management

\_\_\_\_\_ grant writing

\_\_\_\_\_ accounting

\_\_\_\_\_ budget/finance

\_\_\_\_\_ corporate

\_\_\_\_\_ legal services

\_\_\_\_\_ law enforcement/criminal justice

\_\_\_\_\_ computers/web development

\_\_\_\_\_ serve on other board of directors

\_\_\_\_\_ non-profit knowledge/experience

\_\_\_\_\_ creative arts (visual & performing arts, multimedia)

\_\_\_\_\_ migrant/ immigrant issues

\_\_\_\_\_ conference planning

\_\_\_\_\_ translations(oral or written)

\_\_\_\_\_ speak other languages (list below)

### Tell Us About Yourself

#### 1. Position (check all that apply)

- ☐ A. Full-time
- ☐ B. Part-time
- ☐ C. Student
- ☐ D. Retired
- ☐ E. Classroom teacher
- ☐ F. Professor
- ☐ G. Dept Head/Chair
- ☐ H. Principal
- ☐ I. Supervisor/Coordinator
- ☐ J. Administrator
- ☐ K. Student
- ☐ L. Consultant
- ☐ M. Teacher Educator
- ☐ N. Director
- ☐ O. Researcher
- ☐ P. Other \_\_\_\_\_

#### 2. Institution/Instructional Level (check all that apply)

- ☐ A. Pre-K
- ☐ B. Elementary School
- ☐ C. Middle School
- ☐ D. Secondary School
- ☐ E. 2-Year/Community College
- ☐ F. 4-Year College
- ☐ G. Graduate/Postgraduate
- ☐ H. Business/Corporate
- ☐ I. Non-profit
- ☐ J. Religious institution
- ☐ K. Adult Education Program
- ☐ L. TESL/TEFL Certificate Program

#### 3. Primary Area of Practice (check only one)

- ☐ A. ESL/EFL Instructor
- ☐ B. ESL/EFL Educator
- ☐ C. ESL/EFL Education with some mainstream instruction
- ☐ D. Mainstream with some ESL/EFL instruction
- ☐ E. Mainstream educator
- ☐ F. Applied Linguistics
- ☐ G. Bilingual Educator
- ☐ H. TEFL/TESL Instructor
- ☐ I. TEFL/TESL Educator

May TexTESOL III provide your mailing address to exhibitors and other interested educational organizations?

☐ Yes ☐ No

### FOR TexTESOL III Use Only

Paid by

\_\_\_\_\_ cash

\_\_\_\_\_ check # \_\_\_\_\_

\_\_\_\_\_ purchase order (PO) # \_\_\_\_\_

Date payment received

\_\_\_\_\_ (mm/dd/yy)