

INTESOL Turns 30 at 2009 Conference

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This past November, nearly 250 English as a second or new language educators, teacher-trainers, and professionals gathered on IUPUI's campus for two days of learning, sharing, and celebrating as INTESOL turned 30 at its annual conference.

The theme of this year's conference was "Innovations in Pedagogy and Technology". To emphasize this theme, Randall Davis, from the University of Utah, was invited as the conference's keynote

speaker. Randall Davis is currently the Computer Lab Coordinator at the English Language Institute at the University of Utah, and is best known



INTESOL Conference participants enjoy lunch and a presentation by Professor Randall Davis

for his pioneering efforts in authoring multimedia on the Internet with his free flagship website, *Randall's ESL Cyber Listening Lab* (www.esl-lab.com), an independent project he began in his home with his family. Professor Davis' keynote address discussed the use of technology in the classroom with ESL learners.

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Three Decades of TESOL through a Teacher Educator's Journeys

By Snea Thinsan

I have had a three-decade-long journey into the worlds of English learning and teaching in Thailand, Australia, England, Afghanistan, and the U.S. I have earned three degrees in TEFL, TESOL, and Language Education from three different continents. I have also taught EFL, ESL, ESP, EAP, and language teacher education courses. I am hoping that



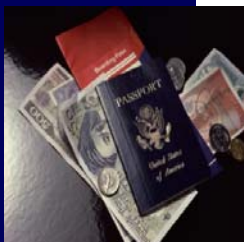
Me with two booksellers in Kabul, Afghanistan.

sharing my experiences will be interesting and useful to many of us in the INTESOL community, especially the pedagogical framework that can be

developed from the list of observations below. As you will see, the TESOL field has been in constant transition as the world continued to change greatly over the past three decades. Please note that a longer version of this article is available at <http://intesol.org/tesolin/>.

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INTESOL Travel Grants Available!



Travel grants are now available! INTESOL awards travel grants of varying amounts, from \$50 to \$200 dollars, from an initial pool of \$1000 on a first-come, first-serve basis.

In order to be eligible, you must:

- be a current INTESOL member
- complete an application form
- present at any ESL-related conference
- confirm your attendance at the conference with the grants committee
- present your topic at the next INTESOL conference or write an article for the INTESOL newsletter on your topic

To learn more about how to apply for an INTESOL travel grant, or to learn how to become a contributor to the travel grant fund, please visit the INTESOL webpage at www.intesol.org or contact Luciana C. de Oliveira at pastpresident@intesol.org

Letter from the Editors

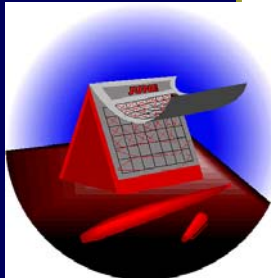
Greetings INTESOL Members! This is the first issue of the 2010 TE-SOLIN', the official INTESOL newsletter. The newsletter is circulated in both pdf format and online via <http://intesol.org/tesolin/>. The pdf version is e-mailed to all members, while the web-based, extended version is also available for free access to INTESOL members. Non-members will have access to both versions of the newsletter once the following issue is published.

Please note that the new, online version of TESOLIN' has a comment feature, which allows readers and the authors to communicate with one another. You can also browse previous issues online. We strongly believe that a real community needs sustained interaction and sharing spirits, and we hope that INTESOL members will take advantage of the online version and its unique features.

Most importantly, we do need your help with content for the newsletters. To serve the INTESOL mission, we are open to all kinds of submissions from researchers, teacher educators, classroom teachers, administrators, policy-makers, and others who work in all settings related to TESOL, including, but not limited to higher education, intensive English programs, K-12, and adult education. Please see the **Call for Submissions** page on INTESOL's website (www.intesol.org) for more details on how to publish your article in the INTESOL newsletter or e-mail the editors (Snea Thinsan & Stephanie Balunda) directly for more information at news@intesol.org. All comments on past issues or suggestions for future issues should also be sent to the editors at the preceding e-mail address. For each issue, one author will be chosen to receive a free one-year membership to INTESOL. We hope this encourages you to send us your article. We look forward to receiving your submissions and communicating with you online!

Snea Thinsan & Stephanie Balunda
2010 TESOLIN' Co-editors

Upcoming TESOL Events



Oct. 1-2

2010 MITESOL Conference

Theme: ESL at the Crossroads
Ypsilanti, Michigan
More Information: mitesol.elc.msu.edu

Nov. 4-6

42nd Annual IFLTA Conference

Theme: Race to the top with languages
Indianapolis, Indiana
More Information: www.iflta.org

Nov. 12-13

2010 INTESOL Conference

Theme: Transitions in TESOL
Indianapolis, Indiana
More Information: www.intesol.org

Nov. 12-13

Ohio TESOL Conference

Columbus, Ohio
More Information: www.ohiotesol.org

(continued from page 1)

1977-1984 EFL student from Grade 5 to Grade 12

- There was virtually no exposure to native speakers nor communicative English in classes;
- Grammar-Translation (GT) method prevailed; teachers were not using English in their classes;
- Personal motivation, drills, and memorization helped me do well in English classes, esp. grammar, vocabulary, reading, and writing.

1984-1987 B.Ed (TEFL) Chiang Mai University, Thailand

- Communicative Language Teaching (CLT) was heard of, but teacher-training courses were at best reflective of the contextualized Audio-Lingual Method;
- Need for English use for academic and non-academic purposes was nearly non-existent.
- Tourism began to flourish.
 - My student teaching experience proved my lack of adequate knowledge and skills in applying CLT.
 - I became very good in grammar, vocabulary, reading, writing, and speaking, nonetheless, with increased use while teaching.

1987-1992 ESL Teacher/Teacher Trainer for a U.S. State Department-sponsored organization preparing Indo- Chinese refugees from Laos, Cambodia, and Vietnam.

- I was exposed to a wider range of CLT approaches to teaching survival skills and competency-based lessons through daily lesson-planning guidance by TESOL experts.
- Daily use of English with native speakers enhanced my four skills and confidence greatly.
- Teaching English for use and through use together proved as more effective than the traditional ways based on GT and drills without meaningful use.

1992-1994 M.Ed (TESOL), University of Sydney, Australia

- I was exposed to a teacher training program that enabled student teachers to be holistically reflective in light of relative contexts. Great help!
- Living and studying in an English speaking country for over two years helped to “automatize” the knowledge and skills that I had accumulated. I became professionally confident.

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“As globalization and technological advancement meet, a TESOLER’s journeys reflect transitions at various levels”



A classroom in a refugee camp

“My dissertation on intellectual transformation of non-western adult learners in a U.S. graduate school confirms that we cannot equate low English proficiency test scores with low intellectuality”

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- I was then still obsessed with the notion that language education should build skills first. So, when higher-order thinking, social justice, and other sociopolitical issues in ESL classes were frequently addressed in classes, I felt there were gaps between EFL and ESL traditions. Later, I realized that the two extremes would inevitably need to be merged. Phonics is never complete without Whole Language, for instance. With technologies as innovative tools, I have found there to be endless possibilities for integrating the rigor of skills building found in EFL, the more constructivist and student-centered teaching found in the ESL tradition, and other innovative, collaborative, and personalized approaches that technologies can accommodate.
- My thesis about EFL teachers’ decisions on language of instruction (Thai/English) led me to understand the complexity associated with each decision. I found that GT still dominated because of the teacher factors, student factors, curricular factors, and other sociocultural elements.
- Again, lack of needs and, hence, motivation, as well as other factors in the context of Thai schools undermined the quality of EFL teaching and learning for the most part.

1994-2000 Lecturer of English, Chiang Mai University, Thailand

- I taught all four skills of English for academic purposes at undergraduate (mostly) and graduate levels.
- The course materials were basically mandated for teachers. Though pedagogically and soundly designed, the materials did not help students who have different backgrounds, learning styles, and motivations for learning English. The best students were not challenged enough, whereas the weak ones couldn’t cope with the materials adequately to acquire more knowledge and skills.
- Assessment was based mainly on Mid-term and Final exams, causing teaching and learning to be test-driven rather than emphasizing language use, which, subsequently led to very low achievement by students.
- Needs for English use for academic and non-academic purposes were not real enough to drive CLT to be effectively implemented.
- I began turning to Computer-Assisted Language Learning (CALL); and, in 1998, I led a team of staff members from three universities in producing multimedia courseware for Thailand Ministry of University Affairs for distribution among Thai universities. I learned that teachers with limited exposure to and skills in technologies tended to be less pedagogically creative and sound when technology had to be integrated in each lesson.

2000-2001 Ph.D study in TESOL/CALL at University of Warwick, U.K.

- I found CALL to have different unexplored dimensions that are actually related to specific TESOL issues that needed to be addressed in well-defined terms with which I struggled.
- I taught CALL courses and learned more about corpus linguistics and teaching in CALL labs.

2001-2009 Ph.D. study in Language Education at Indiana University (Fulbright sponsorship)

- Critical thinking, critical literacy, and critical pedagogy helped me realize critical elements missing in the EFL context of Thailand. Yet, I also found that a balanced approach that deals with both encoding/decoding and higher order thinking/sociopolitical concerns is the most appropriate. Content-based literacy education, which involves real-life contexts and meaningful communication seems to be a sensible solution to the lack of effectiveness in the TEFL world.
- My dissertation on intellectual transformation of non-western adult learners in a U.S. graduate school confirms that we cannot equate low English proficiency test scores with low intellectuality.

People bring with them much that can be used to facilitate their adjustment in a new culture.



Me with my ESL team in Phanat Nikhom Refugee Camp, Thailand 1989

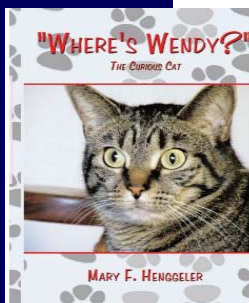
Publish? Yes you can!

By Mary Henggeler

The following are some basic steps to follow if you want to self-publish a book. I found it a very rewarding experience and would like to share this process with you.

- ◆ Formulate an idea.
- ◆ Visualize how your idea could be formed into a book.
- ◆ Continue to work on your book.
- ◆ Contact a publishing house. I worked with Author House in Bloomington, Indiana. They can be reached at www.authorhouse.com. However, there are other publishing houses that help people who want to self-publish. There is an initial cost. In my case it covered the copyright, the ISBN number, a color paperback book, author website with custom domain, 10 copies of the book, book listings on Author House, Amazon.com, and Barnes & Noble.com.
- ◆ Sign your publishing agreement.
- ◆ Submit your manuscript along with any photos or artwork you want included. Author House wanted everything submitted electronically.
- ◆ Participate in the Design Team call. You will be sent the preview layout of the interior pages and the cover to look over.
- ◆ Review/Approve or make changes in the interior pages and cover.
- ◆ Enjoy seeing your idea in print.
- ◆ Set a price.
- ◆ Promote and sell the book. Marketing (i.e., getting your book out to the public) is the most expensive part of the process.
- ◆ My book is “Where's Wendy?” *The Curious Cat*. It is a book of photographs depicting Wendy, a curious cat, who loves to sneak into various places and explore things around the house. The book is intended for all young children. However, children learning English as a Second Language will also find it can be a fun way to learn prepositions, especially *on* and *in*. For example, they can find Wendy “on the copy machine” and “in the kitchen cabinet”. In addition to reading the book, children can cut out a picture of Wendy and place her in other locations in and around the house. Doing this, they can continue to enjoy Wendy while further developing their language skills. The book is available from Authorhouse.com, Amazon.com, and BN.com.

“I enjoyed putting the book together and have received very positive feedback from various members of my young audience.”



I enjoyed putting the book together and have received very positive feedback from various members of my young audience. I wish you much success with your publishing endeavors. If you have questions, feel free to contact me at m.henggeler@comcast.net.

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His speech focused on the plight of teachers wanting to use technology in pedagogically sound ways, but who may feel overwhelmed by the large amount of new tools and technology available or who feel that technology is imposed on them so that the school appears “high tech”. Davis offered conference participants practical advice on how to select and integrate technologies in simple and pedagogically sound ways with second language learners of all backgrounds. In addition to his keynote address, Davis gave a pre-conference workshop on the same theme, and a demonstration during the conference on “Creating Listening Activities that Work”.

In addition to Davis’ presentations, approximately forty other demonstrations, presentations, panels, and a poster session were given on the second day of the conference. Many presenters embraced the theme of innovations in technology, presenting on such topics as vocabulary learning using word processing programs (presenter: Jihyun Nam), using Flip Video to enhance classroom presentations and activities (presenter: Frank Smith), and improving pronunciation with Skype (presenter: Muriel Gallego) to name just a few. Still others embraced the second part of this year’s theme: innovations in pedagogy, with presentations on addressing ELL needs in university



2009 Conference participants attending a workshop

writing centers (presenters: Leimkuhler et al.), innovations in ESP (presenter: Leslie Gabriele), and innovations in the classroom for linking grammar instruction and communicative language teaching (CLT) (presenter: Amanda Kmetz). The conference also offered many sessions on K-12 projects and issues, including a featured session on Project Stepping Stone (presenters: Rachel Vallejo-Bohnert & Kary Carreno), and improving ELLs ISTEP scores (presenter: April Burke).

The annual conference further supported the professional development of its attendees by offering sessions on job opportunities in Brazil, Indiana, and Vietnam, how to use professional organizations, such as INTESOL and TESOL, to support professional development, and K-12 educators who attended the conference received CRU credits.

In addition to these numerous events which are the mainstays of INTESOL’s annual conference, this year’s conference featured a president’s reception, hosted by the

2009 INTESOL president, Luciana de Oliveira, in order to celebrate the 30th anniversary of the INTESOL organization. To honor the occasion, many INTESOL members gathered on the Friday before the conference to enjoy some refreshments and good company. The reception also featured a presentation on the history of INTESOL’s thirty years as an organization, given by the 2009 president (see the INTESOL website for more on the organization’s beginnings, accomplishments, and history). Attendees learned about the major accomplishments of the organization and remembered the people who have made a difference for the organization.

This year’s conference could not have been the success that it was without the help of our many volunteers and sponsors. The 2010 INTESOL board would like to thank our volunteers, publishers and vendors, and the Indiana Center for Intercultural Communication (ICIC), the English for Academic Purposes (EAP) program, the Writing Center, and the TESOL certificate program, all located on IUPUI’s campus for their generous support through sponsorship of rooms for the conference. Thank you also to those of you who have been involved in INTESOL; thank you for your continuing leadership and support. We hope to see you all again at INTESOL 2010!

Call for Participation: 2010 INTESOL annual conference

INTESOL is now accepting proposals for the 2010 annual conference. This year's INTESOL conference, "Transitions in INTESOL", will be held on Saturday, November 13th on the Indiana University Purdue University campus in Indianapolis, Indiana.

Participants are invited to submit proposals for:

- ◆ Demonstrations
- ◆ Research Presentations
- ◆ Teaching Presentations
- ◆ Panels
- ◆ Workshops on Materials
- ◆ Workshops on Methods
- ◆ Poster Session

Detailed instructions on how to submit a proposal to this year's conference can be found on INTESOL's webpage: www.intesol.org. Click the conference button.

All participants are required to submit proposals using the proposal submission system on INTESOL's Web site. Please contact the conference chair Leslie Barratt at vicepresident@intesol.org if you are unable to submit online or have further questions about submitting a proposal.

The deadline for submissions is Wednesday, September 15th. Proposals should embrace this year's theme: Transitions in INTESOL.

Submit your proposal now for the 2010 INTESOL annual conference

Deadline for submission is September 15th, 2010.

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Resource Corner: Pronunciation



Reference Books

- **Tips for Teaching Pronunciation: A Practical Approach** by Linda Lane
(has a great appendix of common pronunciation problems of students from different L1 backgrounds)
- **Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages** by Marianne Celce-Murcia et al.
(comprehensive look at each aspect of North America English pronunciation with pedagogical priorities outlined and example activities)
- **How to Teach Pronunciation** by Gerald Kelly
- **Teaching American English Pronunciation** by Peter Avery & Susan Ehrlich
(an older book, but has a great chapter on syllabus design)

Textbooks

- **Well Said** (3rd ed.) by Linda Grant
- **Focus on Pronunciation** (books 1,2,3) by Linda Lane
- **Targeting Pronunciation** by Susan F. Miller
- **Medically Speaking** series by Lynda Katz Wilner & Marjorie Feinstein-Whittacker

Websites

- **Phonetics: The sounds of language:** <http://www.uiowa.edu/~acadtech/phonetics/>
(University of Iowa website w/ video & audio demonstrating the pronunciation of the IPA individually & within words)
- **Type IPA Phonetic Symbols:** <http://ipa.typeit.org/>
(easy to use program to insert IPA symbols into text documents)
- **Audacity: Free Multilingual Audio Editor & Recorder:** <http://audacity.sourceforge.net/download/>
(record, edit, and view pitch levels of spoken language with this free software)

INTESOL



*Indiana Teachers of English
to Speakers of Other Languages*

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INTESOL's mission is to strengthen the effective teaching and learning of English as a Second Language in the State of Indiana while respecting individuals' language and cultural backgrounds. To this end, INTESOL, as a statewide professional association, supports and seeks to inspire those involved in English language teaching, teacher education, administration and management, curriculum and materials design, and research; provides leadership and direction through the dissemination and exchange of information and resources; encourages access to and standards for English language instruction, professional preparation, and employment; and supports the initiatives of its international parent organization TESOL, Inc.