

# TESOLIN'

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**INTESOL**



*Indiana Teachers of English  
to Speakers of Other Languages*

Pre-conference/Fall, 2011



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## Some Highlights

- \* We have four short articles from our members.
- \* See many exciting TESOL events and opportunities .
- \* Our President shares lessons from her recent ordeal. (p. 11)

## CONGRATULATIONS, INTESOL!



This is at least the third year in a row that INTESOL proposals have been selected for presentation as one of the Best of Affiliates at the **TESOL Convention in Philadelphia** in March 2012.

**Go INTESOL!!!**

We also congratulate **Dr. Debbie East** on her recently earned doctorate! Well done, Dr. East!

## MARK YOUR CALENDAR!

2011 INTESOL Conference

November 2011						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**Pre-Conference**  
Friday, November 18, 2011

**Conference**  
Saturday, November 19, 2011

**IUPUI Campus Center**  
420 University Blvd.  
Indianapolis, IN 46202

**Save the date!**

## Meet JOAN KANG SHIN



Our 2011 INTESOL plenary speaker is Joan Kang Shin, a vibrant TESOL educator who is as creative and knowledgeable a professional as she is enthusiastic. You may have already seen Joan's formal bio on the INTESOL website (<http://www.intesol.org/Conferences/2011/keynote11.html>), but this short interview is an opportunity to get to know a little bit more of her background, both as an educator and an individual.

(Continued on page 15.)

## FACES OF INTESOL: Mika Cassell, Principal of Dixie Bee Elementary School in Terre Haute



1. What demographic changes have Vigo County Schools experienced in the past 10 years as far as linguistically and culturally diverse students are concerned?

There has been about a 1% increase in the English Learning population each year. For the 2011-12 school year there are 305 EL students of the total student popu-

lation of 15727 for grades K-12.

2. Have these demographic changes caused instructional changes in the schools? Please comment on what the major changes have been.

No. As always, teachers make sure that ILP (individual learning plan) accommodations are in place and use instructional materials, learning tasks, and classroom techniques from academic content areas for developing language, content, cognitive, and study skills. English is the medium of instruction. Educational assistants support instruction in the classroom.

(Continued on page 2.)



## CALL FOR PROPOSALS

### Electronic Village Special Events

TESOL 2012

28-31 March 2012

Philadelphia, Pennsylvania, U.S.A.

Deadline for Submissions: November 15, 2011

You are invited to submit a proposal for participation in one or more of the CALL Interest Section's Electronic Village Special Events. More than one proposal from the same individual may be accepted based upon space availability.

Proposals are being accepted for the following EV Special Events:

EV Fairs, Hardware & Mobile Technology Fair, Mini-Workshops, Developers' Showcase, Mobile Apps for Education

For more detailed descriptions of all events and a proposal submission form, go to <http://www.call-is.org>.

Suzan Stamper

CALL-IS Past Chair and EV Events Coordinator

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FACES OF INTESOL: Principal Mika Cassell (Continued from page 1)

### 3. What has seemed to be some of the major needs classroom teachers have had working with English Language Learners?

Time for individual instruction is always a concern. Communication between home and school sometimes poses problems.

### 4. What do you think most of the PK-12 classrooms in Vigo County Schools will look like in the next 10 years? What would be some things that need to be done now to prepare for that new classroom face?

The future will bring more utilization of technology with learning, global learning from a classroom or from home, students that are fluent in more than one language and students experiencing living in cultures throughout the world. Education is already trending in this direction.

### 5. As an administrator, what have been some of the challenges you have had and solutions you have had to come up with in your work with students whose first language is not English and their families?

The hours for student learning support from educational assistants are limited so scheduling must be considered for small group instruction/monitoring within the classroom. Communication with the families of EL students is sometimes challenging. Inquiring if there is an extended family member or friend that can translate is beneficial.

There is a high mobility rate for the EL population so records are not always available to know what services have or have not been previously provided. Instead of waiting for records to arrive it is efficient time wise to call or fax previous schools for information.

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## A Review of English Proficiency Exams for Medical Professionals

Amy LeBlanc

This article explores some exams given to measure the English speaking proficiency of healthcare professionals. Some of these assessments include a written analysis component, which will not be discussed in this article. By no means is this an extensive review of every English proficiency exam that exists for medical professionals. Furthermore, this will not include many unofficial tests that are conducted in workplaces for medical professionals by linguists in the local area. There are countless "in-house" trainings and tests for the non-native English speaking healthcare professionals. Many of them are informed adaptations of successful programs, while others are designed specifically for a particular institution by in-house linguists.

According to Henrik Wuff (2004), the history of medical language has gone through times of shared languages, such as Greek and Latin and, now, English. For several decades, with the rapid growth of international training in modern medicine, international conferences and practitioners working abroad, the healthcare field has been seeking a uniformed, fair, accurate way to measure the professional English communication skills of healthcare workers. Contributions from medical practitioners, linguists, and simulated patients make up a great deal of the research progress, providing useful suggestions for the appropriate expectations of communication for healthcare professionals.

There is a difference between Needs Analysis and Proficiency Tests. While the needs analysis also tests the language learners' proficiency, the aim is to identify specific, blatant, repeated gaps in their language knowledge. A proficiency test, on the other hand, aims to evaluate the use of a language according to the limits on the test, and pre-arranged expectations. How these tests are created and what they measure has been a question of many researchers and medical professionals undergoing the exams.

In the United States, The Educational Commission for Foreign Medical Graduates (ECFMG) has been the gatekeeper of International Medical Graduates entering the United States by certifying them and granting visas since 1971. In order to be certified, international medical graduates not only proved their medical knowledge, but had to also demonstrate their ability to communicate in English. (Boulet et al., 2006).

While the TOEFL is the accepted standard in the United States, in 1998, the ECFMG added a Clinical Skills Assessment (CSA) which evaluates "performance in basic skills" with patient-actors. This exam is for both native speakers of English who study at international medical schools outside of the United States as well as non-native speakers of English. In the late 90s, TOEFL's iBT version with a spoken component, had not come out

yet, so the CSA, unlike the TOEFL, included a rigorous assessment of spoken English Proficiency. Before the TOEFL scores were accepted in addition to the CSA, the ECFMG had their own English examination, but that was used in 1998 and was discontinued in 1999. (Whelan et al., 2002)

CSA relies on patient-actors giving a score to the medical graduate as well as a doctor giving a score to the medical graduate. According to Marta van Zanten et al (2003), one of the goals of ECFMG's CSA is to ensure that candidates can demonstrate adequate doctor-patient communication skills, including spoken English skills in a medical environment. Despite this, van Zanten et al's evaluation of "the Spoken English ratings from 43, 327 patients" raised the concern that unfair biases occurred, causing a lack of "standard" scoring. (van Zanten, et al, 2003, p. 75)

Another assessment that tests basic clinical skills and English language communication ability is the OSCE or OSCI. Called the "objective structured clinical examination" (OSCE) or interview (OSCI), these clinical assessments are given to fourth year students at medical universities in the United Kingdom and other countries. Similar to the CSA the assessment is measuring the symptom gathering, interview skills and diagnosis communication with patients who are actors. Language specialists who are interested in analyzing the communication and English proficiency or English discourse used in patient-doctor interviews might observe these OSCEs (Roberts et al, 2003 & Ainsworth-Vaugh, 2003).

To address the problem of standardizing scoring for medical graduates' interviews with patient-actors, Chur-Hansen and Vernon-Roberts (2007) have designed and validated a Language Rating Scale to rate Australian medical undergraduates' spoken English-language proficiency during an OSCI with a standardized patient. While the ECFMG in the United States used a 4-point Likert scale, Chur-Hansen and Vernon-Roberts designed a 12 point scoring criteria to make the evaluation more accurate.

In Australia, Canada, and United Kingdom, the IELTS has been the most widely accepted English language test for workers coming from other countries. The Australian Nursing Journal discusses the use of two different tests for its English proficiency standard. If a non-native English speaker has been trained in nursing outside of Australia, they only have to take the IELTS test. They require IELTS' level 8 for doctors and nurses and require level 7 for midwives. If a non-native English speaker is already living in Australia but wants to get certified as a nurse, the English proficiency test is not IELTS; the English proficiency is measured through Adult Migrant English Program. The lack of a continuity of a standard English proficiency test could cause problems for the Australia Nursing Federation. (Language Skills Review, 2006). Continuity is important for fairness. As Jane Smith (1995) of the British Medical Journal argues, having uniform language and clinical tests would ensure that all overseas doctors are treated equitably.

The next concern is whether the IELTS is a fair way to test International Medical Graduates. Waters (2003) describes the research in progress by Westminster Adult Education Service which reveals that even native English speakers would only score barely above non-native English speakers on the IELTS (International English Language Testing System), suggesting that IELTS has language tasks that are too difficult. The British Medical Association, General Medical Council and Department of Health are questioning whether the IELTS tasks are too difficult. Not only GMC, but also The Nursing and Midwifery Council are evaluating how well IELTS fits the English proficiency for nurses. Perhaps the IELTS is not "the most effective way of testing Eng-

lish language skills" for the medical field because many questions are not related to medical encounters, but, rather, to business or academic encounters.

In Hungary, there is a specific assessment of English proficiency for healthcare professionals called, "Proficiency Examination of English for Medical Purposes in Hungary (PROFEX)," which has an oral section and writing section. The oral section includes listening to dialogues "between two biomedical professionals or a professional and a layman" and then a face-to-face conversation, role play and presentation with a language examiner. (Rebek-Nagy et al., 2008). From 2000 to 2008 the PROFEX has been Hungary's tool for medical graduates' English proficiency evaluations and it seems to be an excellent example of possible standardization of the English exam for medical professionals worldwide.

Both Eggly et al. (1999) and five years later, Hall (2004) still called for better needs assessment of the specific language skills of medical professionals in order to prepare them for work in a globalizing practice of healthcare and the standardization of an English proficiency test would help professionals to know what is needed in order to succeed in a globalized health field. Several needs analyses studies within medical training worldwide have made strong contributions, but a standardized single method with accurate and fair ratings has yet to be universally applicable. Hungary's PROFEX is an excellent starting point, just to mention one, but it is also encouraging to see so many medical doctors, linguists, medical associations and institutions making strong efforts to prepare the world for clearer cross-cultural communication in healthcare.

In summary, spoken English has become much more than an extra resume booster, it is now a vital necessity for any professional to handle the skills of a universal language in addition to the skills of an occupation in medicine. If standard criteria of English skills were developed for non-native speakers, then their chances of sharing their knowledge, discoveries, ideas and aptitude in their occupation are much higher. We have so much to gain from the knowledge of others, but requiring them to have a general capacity in English is insufficient and discouraging for the medical professional. I strongly recommend a more focused approach to training and testing the spoken English proficiency so that we can share knowledge efficiently.

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## TESOL EVENTS & OPPORTUNITIES

(October-November 2011)

### OCTOBER

13

A TESOL Virtual Seminar on? Integrating Language Variation Into TESOL: Challenges From English Globalization

Thursday, October 13, 2011, 10:00 am-11:30 am Eastern time in the United States?(Thursday, October 13, 2011, 2:00 pm GMT).

More information: [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=1426&DID=13639](http://www.tesol.org/s_tesol/sec_document.asp?CID=1426&DID=13639)

21-22

Intermountain TESOL, "Assessing English Language Learners," Salt Lake Community College, Salt Lake City, Utah, USA.

More information: <http://www.itesol.org> or email [brent.green@slcc.edu](mailto:brent.green@slcc.edu).

27-29

TexTESOL III, "ESL Voices in Harmony," Doubletree Hotel North, Austin, Texas, USA.

More information: <http://www.textesol.org/region3> or email [lmu-noz5@austin.rr.com](mailto:lmu-noz5@austin.rr.com).

### NOVEMBER

4-5

MinneTESOL, "Engaged Minds, Active Learning," Radisson Metrodome, Minneapolis, Minnesota, USA.

More information: <http://www.minnetesol.org> or email [cleme050@umn.edu](mailto:cleme050@umn.edu).

5

NNETESOL, Saint Michael's College, Colchester, Vermont, USA.

More information: <http://www.nnetesol.org> or email [shelly.chasse@maine.edu](mailto:shelly.chasse@maine.edu).

11-12

Colorado TESOL (CoTESOL), "35 Years and Beyond: Creating, Crafting, and Innovating," Red Lion Hotel Denver Southeast, Denver, Colorado, USA.. More information: <http://www.colorado.edu/iec/cotesol> or email [larry.fisher@colorado.edu](mailto:larry.fisher@colorado.edu).

18-19

INTESOL, "Learners & Leaders in Times of Change," IUPUI Conference Center, Indianapolis, Indiana, USA.

More information: <http://www.intesol.org> or email [fms@iupui.edu](mailto:fms@iupui.edu).

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## Second Language Writing: Concerns and Positive Changes in the Field

Mira Bekar, Purdue University

### Introduction

For five decades now, teachers and researchers have worked to understand and address the differences between first and second/foreign language writers in order to better address the needs of both L1 and L2 composition students. Because many of these issues remain unresolved, those entering the field of second language writing studies are faced with numerous theoretical, pedagogical, disciplinary, and administrative challenges.

Young scholars and intellectuals need to be able to justify to others the existence of our professional field. In my case, the field is Second language writing (SLW). In second language writing, one issue that ESL specialists feel that needs special attention is the treatment of ESL student writers. On one hand, SLW specialists have been enthusiastically establishing SLW as an independent field among Composition studies, Applied linguistics, and TESOL, and they have succeeded. On the other hand, the same people constantly have doubts, reinforced by pessimism at times, about the current and future existence of SLW as a field and the unfair treatment of L2 writers (Matsuda et al., 2001; Silva, Leki, & Carson, 1997).

Discussions that emerged surrounding L2 writers, L2 writing pedagogy, and L2 writing research from 1970 to 2007 focused mainly on the “hegemony” of English in academic settings and on the role and nature of L2 writing instruction. Issues such as the number of international students in US composition classrooms, the nature of college student population, the appropriateness of teaching writing materials and methods, and the treatment of ESL (L2) writers have been re-addressed repeatedly. For instance, in their article “Broadening the perspective of mainstream composition studies: Some thoughts from the disciplinary margins,” Silva, Leki & Carson (1997) expressed their dissatisfaction of the unfair treatment and neglect of ESL writing, ESL writers and scholars, and offered thoughts that could help mainstream composition studies develop a more inclusive understanding of what writing is.

In the last three decades, the positions of SLW specialists have been sliding on a continuum from pessimism to optimism. Some of the more specific issues discussed by the SLW scholars are: (1) the effect of increasing number of ESL (L2) students in US colleges, (2) the placement of those L2 writers in mainstream composition courses, (3) the relationship between second language writing (SLW) and Rhetoric and Composition studies, and (4) the differences in teaching and research practices regarding L2 writing. These issues will be addressed in more detail in the next section.

### The origin and the nature of the concerns of SLW specialists

To better understand the problem of the treatment of ESL students, we have to look closely at the origin and the nature of the concerns of SLW specialists. The fast growing number of international students and the dynamic demographic shifts of the student population in the US universities have always been major factors that affect the pedagogical practices and initiate discussions among scholars and teachers. These demographic shifts are not a new trend we are experiencing now in the 21st century though. Some evidence for this claim is that even in 1871, the Japanese government sent 250 students abroad to study literature and sciences at universities in the US. Although even in the late 19th century, US universities enrolled a significant number of international students, the teaching of ESL did not receive serious attention until 1940s (Matsuda, 2000, p. 41). In the 1940s, the WWII occurred, an unpleasant experience by itself of course, which affected many aspects of human life. Education in the US was not impervious to the war either. The influx of immigrants escaping from Europe was increasing along with growth and diversification of international student migration to the United States was increasing. However, few US educational institutions were prepared to accept and meet the needs of that large number of international students who came to the States during the WW II and when the war ended. In the 1950s another problem regarding pedagogical practices and teaching writing to ESL students occurred. The textbooks and teaching materials used to teach writing were considered not appropriate since they were intended for teaching spoken English and were used in the existing English intensive courses, where the focus was put on improving L2 learners' speaking skills.

An important event that is more on the optimistic side and which has affected the feelings of ESL specialists is the formation of TESOL. TESOL was formed in 1966, and L2 writing issues were situated in second language studies, specifically, in the discipline of Teaching English as a Second Language. This is what Matsuda (2003, p. 18) calls “disciplinary division of labor” between L1 and L2 composition studies. Thus, ESL writing issues “divorced” from L1 composition studies, and became a subdiscipline of TESOL with a strong focus on various pedagogical approaches. To sum up, in the first half of the 20th century some of the reasons for the feeling of the unfair treatment of ESL students were the non-recognition of the existence of a high number of international students in US educational institutions until 1940s, inappropriate textbooks and teaching materials in the 1950s, and the “disciplinary division of labor” between mainstream composition experts and ESL specialists in the 1960s.

In the late 20th century, one of the crucial points in the history of academic institutions in the US, which contributed to the growth of the negative feelings of ESL specialists, was the open admission policy in 1970. This policy affected the inappropriate placement of ESL writers in composition courses, which is still a remaining issue today. In the 1970s, there were more students than offered programs. Being a composition instructor at a US university myself, I can say that the situation in the 1970s was similar to the current situation in that as the number of international students is growing rapidly, but there are not enough sections of writing courses offered to meet their writing needs. In my understanding, the major belief in composition research and pedagogy, present in the 1980s, that L1 composition practices influenced L2 composition practices seriously affected the further growth of the unpleasant feeling that ESL

(Continued on page 6.)

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student writers were unfairly treated. Later on, in the 1990s, the major problem was with mainstreaming ESL students (Braine, 1996; Santos, 1992). As I understand it, the ESL writing specialists were concerned that the influence of L1 composition on ESL could lead to a similar emphasis on ideology in ESL writing, and that mainstreaming, which is a kind of blending of ESL students with native English speakers (NES), would lead to disappearance of SLW, and its unique nature of their specific learning needs will be affected negatively. This commonly happens if instructors are not accommodating to the real needs and abilities of their students. The events in the 1970s, 1980s, and 1990s, such as open admission policy, inappropriate placement of ESL students in writing courses, and different research and pedagogy focuses affected the unpleasant feeling ESL specialists had regarding the unfair treatment of ESL students/writers.

All these concerns culminated with the 2001 CCCC (Conference on College Composition and Communication) Statement on Second Language Writing and Writers (Matsuda et al., 2001), by revised in 2009, a document that marks an important step toward the creation of better teaching and learning conditions involving second language students in the U.S. This statement, among other issues provided (1) guidelines for writing and writing-intensive courses addressing issues such as class sizes, assignments design, assessment, textual borrowing, teacher preparation, resources for teachers; (2) guidelines for writing programs addressing issues of placement, credit, writing across curriculum, and writing centers; (3) guidelines for teacher preparation and preparedness focusing on cultural beliefs related to student writing, responding to student work, and building in students' competences. Even though this statement was a milestone in the field of SLW for encouraging better understanding of L2 writers and developing instructional and administrative practices that are sensitive to their linguistic and cultural needs, if we look at reality this important document is not close to full implementation. According to an article by Preto-Bay & Hansen (2006) inspired by reports by the Council of Writing Program Administrators many institutions of higher education in the US have reached the "tipping point", meaning that the number of international students is growing much faster than universities can manage to restructure the composition courses and train teachers to meet the needs of those students. For example, according to Purdue ISS (International Students and Scholars) statistical report for fall 2010, the international student enrollment at Purdue University by country is 6,761 for fall 2010/11 compared to 2001/2002 when the number was 4,695 including graduate, undergraduate and professional students. Feelings and reality were more on the negative side; however, there have been some changes regarding the development of second language as a field.

#### What has changed in recent years?

Now while I am writing this historical and heuristic review of the positive and negative feelings and opinions on the state of SLW as a field, I realize what a valuable experience it was for me to be present at the Symposium of Second Language Writing in Arizona in 2009 to witness a colloquium on the future of SLW where more optimism than pessimism was expressed. Atkinson, who was most pessimistic about the field in 2000, showed more optimism about its current condition stressing that SLW is not "dying before [their] eyes"; on the contrary, he pointed out that it is becoming a "global enterprise." He associated the spreading of SLW with an octopus and rhizome trying to illustrate how SLW crosses many disciplines spreading its tentacles. It was also good to see at that Symposium the existence of efforts to understand

the challenges the field faces and the willingness of the panelists, who are the major scholars in the field, to take appropriate actions to overcome the problems. According to Atkinson, the problem of reproduction of young researchers in the field is still present and only five scholars have mentored more than five dissertations on SLW topics, most of which come from Purdue University.

To be honest, as an ESL writer myself and a future young scholar in the field, this reproduction issue does not concern me that much because if we look at the lists of presenters at the Symposium of Second Language Writing in 2009, 2010, and 2011, we can see many young scholars from China, Korea, Taiwan, Japan, Spain, even Poland and Macedonia, and some Arab countries whose mentors encourage them to do research in the field of SLW. This tells us that reproduction is happening, and it is happening outside the US. Moreover, the fact that the Symposium of SLW was held in Japan in 2007, in Spain in 2010, and it will be held in Taiwan in 2011, proves that SLW is less US-based and is becoming less US-institutionalized. This is crucial since access to international scholarship and knowledge is what SLW needs at the moment in order to stand more firmly on its feet. If we look at the number of journal articles on SLW published in 1980s, 1990s and 2000s, it is obvious that the number is increasing from 631 in the 1980s to 1041 articles in the 2000s. The situation with the number of dissertations exploring SLW issues is similar. The number has increased from 189 in the 1980s to 377 in the 2000s. (Silva, personal communication, November 12, 2010).

The answer to the question what has changed in the last two years would be that the interest in the SLW as a field has changed significantly, the nature of the field has changed from it being a US enterprise only to becoming a global enterprise, as well as some of the pessimistic views were replaced with the willingness to recognize and tackle the challenges SLW faces as a field.

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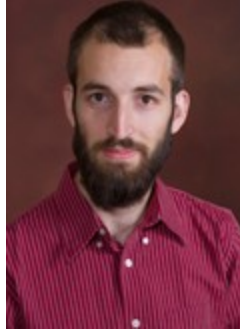
Silva T. (personal communication, November 12, 2010).

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## FACES OF INTESOL: Jonathan Pierrel

### 1. Please tell us briefly about your professional life in relation to TESOL and INTESOL.

I started my M.A in TESOL and Linguistics in Indiana in 2007. Since then, I have been teaching university students. I have been professionally and personally involved with many ESL/EFL learners. I taught at the Intensive English Institute at Ball State University for two years. I spent the last summer in the UK teaching general English courses to young European adults in Cambridge. Since then, I moved to China where I am now teaching EFL at the English Language Center of Shantou University, Guangdong, China.



### 2. What do you see as the most interesting few themes in TESOL nowadays (i.e. new types of learners, new media, etc.)?

The first thing that is striking is that institutions push towards the use of technology in the classroom. This is a recurring theme not only in the field of language learning, but in education in general. However, while the applications of new technology are numerous and can be rewarding, I seldom encounter instructors who feel comfortable using technology in the classroom for things other than the administrative facilitation that it can offer. This will certainly change as more and more "digital natives" join the profession, but in the meantime institutions need to go beyond the financial help concerning the hardware and invest in the training of the faculty.

Paradoxically, I think that university students today are generally one step ahead as far as technology is concerned. A considerable advantage of the use of the technology is that it can help learners become more independent, which is the other interesting theme that I can see in field of TESOL today. Many students from the current generation of ESL learners have been using the internet for quite a while and they have, consciously and/or unconsciously, developed habits that are beneficial for their learning. Considering the significant amount of time that young people spend interacting with any form of device, English teachers should be able to encourage, assist, and help them in their learning outside of class.

### 3. You have taught international students learning EAP in the U.S., England, and China. What have you learned about them that may be helpful for instructors serving similar populations of international students in intensive English programs in the U.S.?

#### Put yourself in their shoes

This applies especially to speakers teaching their native language. I think that it is very easy to forget how it feels when you don't speak the language well and live in a foreign culture. As a French native speaker, I constantly keep in mind the amount of energy that learning English required. I was also an international student in the U.S. myself, so I could often relate to the adventures that the students experienced. Similarly, I now know how difficult life can be when you live in a country where you cannot speak the language nor read and write any of it. I strongly encourage instructors in the U.S. to take into consideration all the variables that affect their students' lives, and consequently their learning.

#### Make it relevant and authentic

It may seem obvious, but things go much more smoothly when the teaching is relevant to the students' needs and interests. In an ESL situation, there are many projects that can be achieved in an authentic and relevant context. ESL instructors should not forget that they benefit from an incredible advantage. Whether it is a matter of assigning work for which the students can match the topics with their majors or encouraging them to extend their comfort zone so that it involves more English, I am sure that ESL instructors can find ingenious ways so that the students fully take advantage of their adventures in the sea of English.

#### Teaching as a social interaction

Teaching is a social interaction - by that I mean that we should avoid being too constrained by rules and regulations that can impede the human relationship that establishes itself between the teacher and the students. I have witnessed several cases where colleagues would gradually become stricter and stricter to finally become alienated from the learners' sphere. Although administrative circumstances often lead instructors to choose the safest way as far as their position is concerned, one should not forget the core dimension that the social aspect holds when teaching. Instructors should be able to retain a certain amount of flexibility between their administrative duties and their pedagogical goals.

### 4. What are your exciting professional plans/thoughts for the next five years?

I am planning to stay at the English Language Center of Shantou University for at least the next two years. After that, I am not sure where the winds will take me. While working at Shantou University, I am eager to keep exploring the ways in which I can help EFL learners become more independent in their learning (primarily through the use of technology). Additionally, the ELC here is strongly committed to its extra-curricular activities. It will be interesting to see how English-speaking communities can develop in EFL contexts. Finally, while living in China, I expect to go through mysterious phases of cultural adaptation that will eventually help me in my teaching.

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## CALL FOR SUBMISSIONS: TESOLIN' Newsletter

The Indiana TESOL (INTESOL) newsletter "TESOLIN'" is now accepting submissions for its 2011-2012 issues. We are seeking submissions of 500 to 1,500 words from ESL/ENL/ELL teachers, teacher-educators, researchers, and community advocates at the K-12, collegiate, adult education, and policy maker levels on a broad range of submission types, which include but are not limited to:

- Policy debates
- Theoretical arguments
- Research reports
- Classroom-based ideas and lesson plans

We accept submissions on broad topics that include but are not limited to:

- Immigrant issues in language education and/or policy
- Standards and practices
- Language policy for Indiana
- Bilingual education and ENL/ELL issues
- Language and the community
- ESL and language arts issues
- SIOP in action
- Critical literacy and critical pedagogy
- Technology integration & CALL (Computer-Assisted Language Learning)
- Collaboration among TESOL professionals
- Teacher development, mentoring and support issues
- Teaching adult learners
- Action research: bridging classroom teachers and schools/colleges of education
- All other ESL/EAP/SLA/ESP research

### Submission deadlines:

We accept your submission every month.

Submit your work to Solange Lopes-Murphy (Co-Editor) at [news@intesol.org](mailto:news@intesol.org).

**WE NEED YOUR SUGGESTIONS & FEEDBACK:** Questions about submitting an article, comments about past newsletters, suggestions for future topics, and general enquires can be sent to the above e-mail address. Thank you!

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## Value of Creating a Learning Community

Monica Block



Creating a learning community not only helps the students become comfortable with one another, but also creates an environment that is free and safe for all students who want to learn and share their experience. When teachers create a good learning community, they provoke friendly competition, create a low anxiety environment, provide a positive feeling, encourage cooperative learning, and enable students to share their knowledge with each other rather than only hearing the knowledge from the teacher. Creating a learning community helps promote good communication and allows the students to be comfortable and respectable to one another.

Some games to help create a valuable learning community are:

### Two Truths and a Lie

Students will be given about a minute to come up with two truths about themselves, their life, or a certain aspect of their life and then they will think of a lie to tell the class about themselves that may seem believable, but is not true. Once all of the students have thought of their two truths and one lie, they will then go in a circle and tell the class their two truths and one lie. The class has to try to guess their lie. Example:

Truth #1: I have 6 siblings.

Truth #2: I have never broken a bone.

Lie: My favorite color is orange.

Then when the students are done guessing which one is the lie, the student can reply, "My favorite color is actually blue, not orange".

Students can start with something as simple as this example or move into more funny experiences. The dialogue will be modified according to the age group the class is focused around. This game is interesting and intriguing because it brings out funny stories about our classmates that we normally would not hear from them on any other day.

### Toilet Paper Icebreaker

The first day of school starts and all of your students are looking around at each other and each one of them may be feeling nervous or anxious about their first day. So, what do you do? You bring a roll of toilet paper to school.

You can start this game by telling the students to take as much toilet paper from the roll as they want. (Do not tell them the reasoning behind them collecting the squares of toilet paper. This inspires curiosity and gets the children thinking.) Hand the roll of toilet paper to a student and have them pass it around the room. When each student has as many squares of toilet paper as they want, instruct them to give one fact about themselves per each square of toilet paper that they have taken off of the roll. The students will go around the room giving information about their life and learning about each other as well.

(Continued on page 9.)

### Follow the Leader

This game is an excellent icebreaker because it involves Total Physical Response. Each student is asked to get up out of their seat and the teacher then asks which student wants to volunteer to be the guesser. The guesser goes out in the hallway away from the rest of the group and the group then chooses someone to be the leader. When the leader is chosen, the guesser is called back into the room and the game begins. The leader will start making a motion and the rest of the students will follow those motions. The guesser will try to guess which student is leading the rest of the students. Once the guesser guesses who the leader is, the game is over and the students can play as many times as you wish them to.

This game promotes Total Physical Response since it gets the kids in motion. The students will all have to work together and learn to take lessons from a leader: just like they do in a classroom setting.

### The Name Game

This game can be modified according to the age level of students that you have in your classroom. To help the students better remember each name of their classmates', go in a circle and have the students say their name and an object that starts with the same letter right after they have given their name. Also, the students need to create a motion along with their name so students have a visual to help them remember one another. Example: If you have a group of kindergarteners, you can tell them to say an animal right after they say their name; Monica Monkey (and maybe the student can bend their arms and act like a monkey). Then, after the student has said their first name and their object, they will then point to another student who will mimic the student before them and then say their name and an object along with a motion. Example: Student number 2 would say: Monica Monkey, do the monkey movement, and then say, "Erin Elephant", and pretend that their hand is the trunk of an elephant. This activity should go around the room until each student has had the chance to state their name and has given the other students another name and motion to remember them by.

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## FROM THE LAPTOPS OF THE EDITORS

With the passing of **Steve Jobs**, whose inspiration and inventions have touched many of us, we are offering condolences to his family and loved ones. What a great life you lived! RIP, Mr. Jobs.



This is the end of my second year of service as a co-editor for TESOLIN'. I am now settling down in the Bay Area as my daughter attends UC Berkeley and my wife serves as a nurse in the area. Thanks to the help of Steph, the co-editor during my first year. And GOOD LUCK, Solange and everyone!! Essentially, this means we will need a volunteer to help as a co-editor servicing in 2012.

The TESOLIN' editors have received so much support from both the board and the our members. We thank you all for the productive years we have had. Please continue to support us. If you have suggestions or comments or questions, please do not hesitate to email us via [news@intesol.org](mailto:news@intesol.org).

Last but not least, we wish to congratulate our colleague, Debbie East on her graduation with a Ph.D. in Language Education from IU.

Snea & Solange  
2011 Co-Editors



## Utilizing Technology for Language Development and Classroom Engagement

Ashley Ballweg

MSD of Washington Township. Butler University

English language learners (ELLs) and technology are two hot topics in education today. As the number of ELLs in the United States continues to grow every year, educators are changing their teaching approaches to meet the linguistic, cultural, and academic needs of ELLs. Technology has become a part of everyday life and has increasingly been integrated into school curriculum. Technology is a powerful means to support and expedite the literacy and language development of ELLs. Cummins, Brown, and Sayers (2007) write that "in addition to the complexity of the academic language they are attempting to acquire, ELL students must catch up to a moving target" (p. 52). The purpose of this article is to consider how educators can use technology to promote language development and engagement for ELLs.

While teaching academic content, teachers of ELLs must also support students' development in the four domains of the English language: speaking, listening, reading, and writing. The four domains are intertwined in real life and therefore, each one should be taught in combination with the others in the classroom setting. Technology offers many online resources that allow students to develop, practice, and enhance literacy skills. It also gives teachers the power to differentiate content and measure student growth. Electronic portfolios also allow teachers to assess and showcase student work in an authentic, performance-based manner.

Technology caters to the current screen generation by offering an interactive learning experience with near immediate results. While highly engaging, technology also promotes 21<sup>st</sup> century skills, such as communication, collaboration, and creativity, and provides numerous resources for students to learn and develop self-advocacy. Empowering students to be responsible about their own learning promotes motivation and self-confidence. Technology can encourage and support intrinsic motivation by connecting students with their interests academically. And, of course, technology has the incredible power of connecting a classroom to the entire world. Students have the opportunity to see new perspectives, experience new cultures, connect with students from the other side of the world, and for immigrant learners, even stay connected to their home cultures.

It is nearly impossible for me to include every website that promotes speaking, listening, reading, and writing, so I have picked some of my favorites. I encourage you to check out these websites and choose the ones that work best for your content area and your students.

### Speaking and Listening

Fotobabble - [www.fotobabble.com](http://www.fotobabble.com)

This site allows you to add your own voice to pictures.

This is a great way for students to talk about a photo, whether it is their own photo or one from the web. Students can then record themselves talking about the picture. It is an interactive way to get to know students in their own words and pictures. Teachers can also preview a lesson with Fotobabble which is much more engaging than a lecture.

Voki - [www.voki.com](http://www.voki.com)

This site allows you to create personalized speaking avatars. Students will love to design their own avatar to look like themselves, a historical figure, or a fictional character. Students and teachers can record themselves using either a microphone or a cell phone. For historical reports, I suggest having students write a script in advance so that they are able to practice their presentation. Practicing helps improve intonation and fluency. The avatars can also be embedded in a wiki, blog, or website and can be a creative way to introduce a topic, especially if you're willing to speak with goofy voices to really get students' attention.

Acapela - <http://www.acapela-group.com/text-to-speech-interactive-demo.html>

This is a text to speech site. This is not the most creative website, but works really well with the previously mentioned sites Voki and Fotobabble. I really like that students have the opportunity to practice pronunciation at home, especially if there is not someone at home who can help.

### Writing and Reading

Penzu - [www.penzu.com](http://www.penzu.com)

This site allows you to write and add photos. I have some students who dread writing by hand, even when they can write about anything they want. Many of my students feel more comfortable typing, because it can keep up with their thoughts. For students who struggle to write the letters of the alphabet, this helps to get past that obstacle and focus on their writing production. Students can also choose their own background and add photos to personalize their online journal. For students who have computer access outside of school, Penzu is a great way to encourage writing outside of class, especially for students who need or would like extended time.

Storyjumper - [www.storyjumper.com](http://www.storyjumper.com)

This site allows you to create your own books. This is an inventive way to have students tell their own stories, fiction or non-fiction, while learning about the parts of a story. The website assists students with a step-by-step story writing process, and they can upload their own artwork or use photos. I suggest applying for a grant so that students can order their books and feel like real authors. This would be a great end of the year project to have students showcase their writing skills while also giving them an opportunity to present their work.

### Vocabulary

Studystack - [www.studystack.com](http://www.studystack.com)

This site allows for you to create online flashcards. Studystack is a great way to reinforce definitions of new and old vocabulary. The site is very teacher-friendly in that you input the data such as the term on one-side and the definition on the other side. After inputting the data, the site does the rest of

the work and creates several interactive vocabulary games. Students can simply match the terms and definitions, play Hungry Bug (a favorite in my classroom), complete a crossword, take a quiz, and many other options, again, all created by the website.

Wordle - [www.wordle.net](http://www.wordle.net)

This site allows you to create word clouds of text. Wordle is a great way to create a visual representation of text. Students can take a piece of text and, using Wordle, understand and discover patterns in text. This is also a fun website to use when teaching adjectives by having students list adjectives about themselves and then rank them. If the same word is typed multiple times, it will appear larger compared to words that are only typed once. This allows students to emphasize certain words over others. Tagxedo ([www.tagxedo.com](http://www.tagxedo.com)) also creates word clouds, but allows you to shape the cloud in different styles.

I invite you to explore at least one of these websites, especially one you may not know much about. There are so many other great technological resources to promote literacy and language development, and I encourage you to try them out and give them a chance. It's tough to keep up with technology as it continues to change and grow, but in today's schools for today's students, it's our job as educators to keep up. We need to prepare our students for the current world and that world is strongly influenced by technology. But most importantly, we need to keep our students engaged and promote literacy so that students are successful.

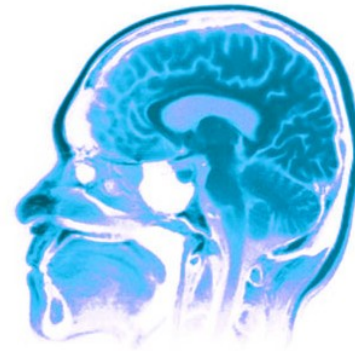
Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: teaching for success in changing times*. Boston, MA: Pearson.



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## Letting my Brain Teach Me

Leslie Barratt



As some INTESOL members know, I had surgery to remove a tumor from my brain in early May. Fortunately, it was a meningeal tumor (i.e. was made of tissue from the meninges, the outer, protective lining of the brain), and these are almost always benign, which it was. Furthermore, it was in the right hemisphere, so language, my life's passion, was hardly affected. Unfortunately, the tumor sent a branch down my motor cortex, which has had interesting consequences for my left side, and I have been fascinated by what that walnut-sized tumor has taught me, so I would like to share some of its lessons with the thought that they may apply to teaching the language skills of reading, writing, listening, and speaking.

**Reading** - Soon after surgery, my husband brought his Kindle to the hospital so that I could try to read. At first, the Kindle felt too heavy, but within a day or two, I found that I was able to prop it up and hold it long enough to do light reading for a few minutes, but then I would get too tired and need to stop. Even now, a month after surgery, I find that my ability to read whatever I want is not yet back, and I have learned the following lessons:

Size and type of font matter greatly whether I can read a text - This is not a matter of sight but a matter of whether my brain is willing to do the work. We know that young children need larger type, yet their eyes can see as well as ours. Small type, serif fonts, bright or colored paper, and colored type all put an added tax on my brain right now so that it simply refuses to read what is written, and I suspect this may also be true for young children and for second language learners.

Punctuation is too tiny to read. I miss hyphens, for example, but every once in a while, I notice a punctuation error, so my brain must be picking up some of them.

The complexity of the writing and the amount of coherence also matter in whether I can read. I have started reading a doctoral student's dissertation proposal, and I can only make myself read about a page or two per day. The fact that this student has a great many non-native errors is making this task even harder. In the past, I would be able to tackle such proposals and help students write more coherent paragraphs and more intelligible sentences. Now, it stops me cold, and I have to stop reading.

(Continued on page 13.)

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(Letting my brain teach me, continued from page 11.)

Skimming and scanning are extremely difficult. While I can skim through my email to see who has written, I am not able to scan very easily for a particular message, and I am relying heavily on the 'find' function instead. I cannot skim or scan within a document such as a dissertation proposal or even much lighter reading (to find a particular word, for example). It seems my brain only wants to 'read' in one way.

**Writing** - About a week after surgery, I tried to write out the alphabet and found it difficult to make my hand follow the instructions my brain was sending. My printed letters were fairly legible, but I felt as if I was back in fourth grade and learning how to write in cursive. I even wanted to shape the letters with my tongue the way young children do as they try to write. I also found that I was omitting letters when I wrote because the tiny tip of the pen that covered the letter I was writing meant I couldn't see the letter, so I sometimes omitted it.

**Typing** was affected profoundly also. At first, I could use my right hand and type at about one-third or one-quarter speed, use my left hand and type exceedingly slowly (one sentence in 2-5 minutes), or use both hands and barely type at all because my hands and brain would not coordinate to type any faster than my left hand could or to type with any accuracy whatsoever. Now that I have had a lot more practice, my writing and typing have gotten better, but I find the following:

My handwriting is better when it's automatic, and I don't think about the letters I am writing. Once I am conscious of the letter, it takes a lot more effort and looks more forced and less like my handwriting.

My ability to write in writing systems that I have learned recently (Thai and Hindi) is much less affected than my writing of English letters, although I do have to think about how to write these newly-learned symbols whereas they had become automatic a few months ago. My brain does not want to think about how to form the English letters that became automatic decades ago.

Typing is still difficult. Now I am typing with both hands, and my accuracy and coordinating are slowly improving. The effort it takes wears me out after about 10 minutes, however.

**Speaking** - Right from the beginning, my speech has seemed to be a productive language skill not affected by my tumor. When I fell and could not move, my husband was reassured that I was not having a stroke because I could tell him, "I can't move." My mind is thinking in full thoughts that I can organize as well as ever, but there are some difficulties nonetheless. At first, my speech was delayed, and I could feel the effort it took to get it out of my mouth. Now, that only happens when I am extremely tired.

Phonologically similar words can cause something like interference. In 2001, Lewis Sego and I presented a paper on what we termed "Code Stumbling," a phenomenon which multilinguals often encounter when they inadvertently switch lan-

guages while talking to someone who doesn't share their languages. We found that the stumbling always involved phonologically similar words - usually the same number of syllables and similar phonemes. Now, I find that my stumbling is occurring from one English word to another. For example, while still in the hospital, my husband I were discussing what we would do once I was home. I said to him, "I want to have at least one exhibition each day. I don't mean exhibition, but I can't think of the word I want. I mean, I want to go out each day." What I meant was expedition, and once he said it, I could use it also. This inability to say the right word still occurs among words that are similar phonologically in both the phonemes and number of syllables.

As I get tired, I can hear myself drop final consonants and simplify consonant clusters. It is little wonder that our ELLs do. It clearly takes me more effort to produce clusters. When tired, I also find myself substituting [n] for [ŋ] as if unmarked sounds take less cognitive or physical effort.

**Listening** - I feel as if I have not lost my listening ability, and yet, there are subtle indications that I have. In the hospital, I opted for Speech Therapy as well as Occupational and Physical Therapy. I wanted to know whether any aspect of my language skills had been affected. In their initial test, they found that my short-term memory was OK but not quite perfect because at the end of the test, I could remember only two of the three words they gave me at the beginning of the test. Now, I can see that I am sometimes unable to follow everything, especially when the discussion gets into complex matters and lots of details.

Conversations don't seem to wear me out until they end, and then I can tell they have exhausted me.

The more complex the conversation, the more taxing on my brain. That is, a conversation with only one or two issues/threads or consists of just a friendly chat, it is not as taxing as one in which a decision must be made taking into account multiple issues/concerns.

This is not simply a matter of fatigue; I simply stop being able to process and certainly cannot remember the unfolding of layers of a complex conversation. I cannot hold as many thoughts in my head as I could before. A good, non-academic example is that my husband started watching a documentary on Alan Ginsberg and his poem, "Howl" the other day. Although I am quite familiar with "Howl," that poem is too complex right now for me to process, and I quickly became lost in the layered relative clauses despite their familiarity.

I am not sure which of my lessons about my own situation are applicable to our ELLs, but I am intrigued by the possibility that my brain is now teaching me what is hard, and I am convinced that I should listen to it not just for myself but also for my current and future students.

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Meet Joan Kang Shin, the 2011 INTESOL plenary speaker  
(Continued from page 1.)

**1. What drew you to education as a career, and specifically to ELL education?**

I worked in a number of jobs before stumbling across my career in TESOL. My first degree was in economics, and I started out working for an international trading company in New York City right after college. Feeling unfulfilled but still unsure about my career, I explored many jobs and ended up taking a job at a law firm in Washington, DC. I suppose it was the endless piles of the same black ink on white paper that compelled me to look for something else. After talking to a family friend who was the ESOL coordinator in my local school district, I heard about a program that was desperately seeking volunteers. By the next week I was volunteering in the evening to teach English for a community-based program near my home a couple times per week. For a year I taught English to Latino adults, many of whom had children in the elementary school where the program took place. From the first night, the students in this class stole my heart. They worked so hard all day and came to class at night to learn. I wanted to give them all I could. I started focusing my energies on planning my lessons for them and hoped the day of pushing paper at the office would go by quickly. Unfortunately I had no idea how to teach English. I was a terrible teacher! About halfway through the year, I decided to apply for a Master's in TESOL. It was in my students' eager eyes that I developed a passion for teaching. I look back and feel sorry for my first students—I was completely clueless in the classroom! Hopefully I made up for my lack of knowledge and skills with the love in my heart that I had for each student.

**2. You've conducted teacher training programs all over the world and on at least 4 continents. Is there a common key to success in the wide variety of teacher training that you've done?**

It has been such a privilege to work with teachers all over the world in both online and face-to-face programs. When I was young, I could not imagine having this kind of opportunity to see the world beyond the pages of my World Book Encyclopedia set. I have visited about 35 countries, conducted face-to-face training in about 15 of those countries, and provided professional development online to English language teachers in over 100 countries. When I travel to countries to conduct teacher training programs or interact with teachers through online courses, one key to success is making sure the teachers know up front that they are the real experts. I might show them effective techniques or activities they have never used before. Maybe I will involve them in a demonstration in which they experience first-hand an approach they have never seen. However, only they will know if and how these practices can work in their classrooms. No matter how much research I do, I cannot know everything

about each school's regulations or every country's culture. Therefore, the teachers have to feel empowered to take whatever I give them and transform it to fit their context, classroom, and students. I always try my best to give their voices a forum, learn from them, adjust my training accordingly, and facilitate their own exploration of the ideas I have introduced. They are, after all, the true agents of change in English language teaching around the world.

**3. What teaching tool, high tech or low tech, have you recently come across that you really like, and what about the tool appeals to you?**

For my online professional development programs, I always look for new ways to give instruction and encourage communication within a larger community of practice. I recently hosted a conference as part of my US Department of State funded program called the E-Teacher Professional Development Workshop (<http://www.umbc.edu/eteacher/summer/>). At this three-week summer teacher leadership institute that took place at UMBC, we used [www.livestream.com](http://www.livestream.com) to broadcast the presentations at our conference on August 11-12, 2011. See the link below for information about the event:

<https://umbcinsightsweekly.wordpress.com/2011/08/12/e-teacher-conference-held-at-umbc/>

During our two-day live stream broadcast we had 1,193 unique viewers from 87 countries log on to watch presentations by our 26 international teacher leaders. During the presentations, the online viewers could text comments and questions into the chat box. Then by accessing the site with an iPad, I was able to select a few comments and questions to share with the presenter and the face-to-face audience. It was so exciting! The level of learning and sharing by English teaching professionals around the world was inspirational.

**4. You're the project director for STEP T for ELLs (<http://www.umbc.edu/stept/index.html>). What is one (or two) of the most exciting aspects of this role?**

The most exciting aspect of my role as project director of the STEP T for ELLs Program at UMBC is working with teachers in all content areas, not just ESOL teachers. Until I received the grant from the US Department of Education to implement this project in 2007, I was primarily teaching pre-service and in-service ESOL teachers. However, improving the quality of education for English language learners must include professional development for all teachers. To teach any student successfully, it is important to understand who they are and how to communicate with them. It is impossible to connect learners to the content without a deep understanding of their background knowledge and life experience. For ELLs, it isn't enough to know what country the student

comes from with some general knowledge about education in that country. Therefore, the STEP T program starts with a module that helps teachers understand who their ELLs are in terms of their cultural background, socio-economic background, former schooling, and life experience. The reaction to this module has been consistent. Teachers are usually overwhelmed at what could be a student's experience escaping persecution in Burma or struggling with school exam pressures in Korea. One goal of the module is to inspire teachers to communicate with their ESOL teacher, other teachers, and their ELLs to gain a greater understanding of their students and possible challenges to their academic achievement. However, that is just the first step! Then the module tries to flip the teachers' perspective by revisiting the profiles and reading for students' funds of knowledge—that is, reread the profile and pull out parts of the students' background and experience that can connect to the content in their courses and positively impact their academic achievement. It is exciting to see teachers start to care more about their ELLs through the realization of possible challenges and hardships. But it is even more exciting to see them appreciate the life experiences of their ELLs in a positive way and view their diverse backgrounds as assets to their academic achievement.

**5. Personal question: which countries that you've worked in professionally would you like to revisit as a casual tourist?**

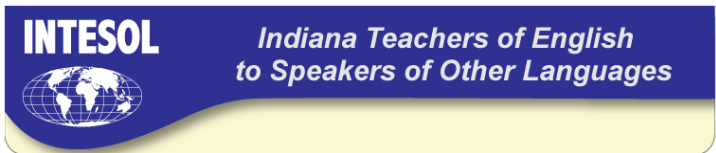
There are so many! It is very hard to choose. I have had the opportunity to visit many countries in Europe, Asia, and Latin America as a tourist, so I'll rule those countries out. I haven't had the good fortune to visit countries in South Asia and Sub-Saharan Africa, so I hope to visit those regions in the near future. I suppose the countries caught between two continents like Turkey, Russia, Egypt, and Morocco have been particularly interesting to me. For example, when I went to Istanbul, I could see Turkey's own distinct melding of East and West in the architecture of the Hagia Sophia, taste it in the assortments of meze, and feel it in the interactions with people of diverse origins. On a trip to Russia, I went to the region of Kalmykia and to my surprise most of the teachers and students I met looked just like me! The majority of the people in this region are of Mongol descent, and the region is known as the center of Buddhism in Europe. This was not the Russia I had studied in school! On my short trips to these countries, I just scratched the surface of these rich cultures, just enough to realize I want to see and learn so much more. I would cherish the opportunity to revisit these countries and spend more time there.

I want to finish this interview by adding that there is nothing more gratifying than to meet teachers and students in other countries. As a tourist, you often meet other tourists or people in the tourist business, so sometimes you don't get exposed to the real lives of people. There is nothing more real than hearing about life from a hardworking teacher's point of view or listen-

ing to the hopes and dreams of students no matter where you go. This is what truly inspires me in this amazing career that I stumbled upon so many years ago.

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**Saturday, November 19, 2011  
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Lecture by Joan Kang Shin

**“Practical Strategies for Building Effective  
Online Learning Communities”**

**Time:** Friday, November 18, at 4:00 p.m.

**Location:** IUPUI's Campus Center, Room 409



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