

TESOLIN'

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**FROM INDIANA TO INDIA:
TWO WORLDS OF ENGLISH A WORLD APART**

*Dr. Leslie Barratt
INTESOL President*

I have now taken two trips to India to recruit students for Indiana State University. I have been to Delhi and Mumbai twice, to Hyderabad, Warangal, and Kochin once each. What I know is how little I know about this complex country and its cultures and languages.



India

Whenever I travel to a new country, I try to learn enough of the local language to survive without English. Even though India is the most populous English-speaking country, I felt I should try to learn at least one of the 40 or so languages, so for my first trip in February, 2010, I decided I would learn some Hindi, which is supposed to be

the other Indian lingua Franca in addition to English, right? I reviewed the Devanagari writing system that I had learned when I studied Sanskrit as a graduate student in the early 1970s. This system is largely the same as Hindi uses today, so while I could read

and write Hindi words, I could barely communicate in the spoken language at all. For my second trip, this February, I learned even more Hindi and was more able to communicate, although it was still at a very basic level.

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DR. KRIS RUGSAKEN

FACES OF INTESOLERS: DR. KRIS RUGSAKEN

I am Kris Rugsaken, *Advising Center Coordinator* at Ball State University. I received a Bachelor of Education degree in Teaching English as a Foreign Language from the College of Education

at Prasarnmitr University in Bangkok, an M.A. degree in Linguistics and an Ed.D. degree in Educational Administration with a cognate in Applied Linguistics from Ball State University. Prior to my current position, I was

English instructor at Udon Teachers College and Chiang Mai University, both in Thailand, Director of Bilingual and Multicultural Education, up ...

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“GETTING THE POINT”

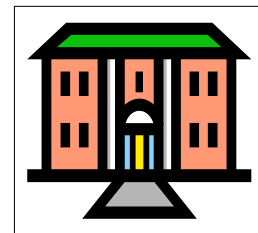
J. Thomas McAlister

Drills have long been lambasted as fruitless attempts to teach to the test; yet, when properly implemented, drills can provide the students with tools to become successful.

Many people, most likely many of you who are reading this article, do not like to go to the dentist. You dread sitting there with your mouths open in a very unnatural way while a calm, methodical person causes you pain with a drill.

Then, you wonder in the back of your mind that maybe your students feel the same way. That's how the language and mind works—if it sounds bad in one context, it probably seems bad in another. However, we should be much wiser than that. Just as the dentist's drill is a tool that makes our teeth healthier, language drills are tools that teachers can use to improve students' English. Drills are an important part of balanced teaching. Teaching in a balanced way requires a repertoire of strategies—

which includes drills. Drills have long been lambasted as fruitless attempts to teach to the test; yet, when properly implemented, drills can provide the students with tools to become successful.



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“Live as if you were to die tomorrow. Learn as if you were to live forever.”

-Mahatma Gandhi

TESOL NEWS & EVENTS

INDIANAPOLIS Japanese ESL Luncheon

Every Fourth Monday of the month starting December 27, 2010

Time: 11:30am – 1:00pm

The Japanese Ministry Stateside holds a Ladies Luncheon for the ESL students on the 4th Monday of the month in Room 202. For more information, please contact the Church Office Email at castlevew@castlevew.org Castleview Baptist Church 8601 Hague Road Indianapolis, IN 46256 (317) 842-4220

WEST LAFAYETTE English Writing Practice

Presented by International Center of West Lafayette

**Mon, 04/11/2011
Lectures/Seminars**

This event has multiple dates. For more information, please visit <http://www.intlctr.org>.

The conversation groups and courses enable non-native speakers of English to improve their knowledge of U.S. culture and language. English classes are free and new participants may join at any time.

Audience:
Adults , Seniors

Location:
Contact Information:
International Center
523 North Russell St.
West Lafayette, IN,
47906
Tippecanoe County
Directions:
Danielle Schiewer
765-743-4353
info@intlctr.org

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FACES OF INTESOLERS:

DEBBIE EAST

1. Please briefly tell us about who you are, what you have done, what you're doing, and other interesting things about yourself.

I am a 3rd culture child. The first six years of my educational life occurred in Mexico and Italy. When I entered the U.S. schools as a fourth grader, I encountered a system that felt vastly different than the ones I had been experiencing. My teachers assumed

that since I was born in the U.S. I would know what all the other children in my class knew culturally and academically. My social, cultural, and educational experiences across three cities in two foreign countries had been much different than that of my fellow U.S. students.

In Italy, where the bulk of my early educational experiences took place, students seemed more relaxed and used to oth-

ers from varied cultural backgrounds; however, we were all primarily from well-to-do families. In school, both students and teachers expected variations in experience, including race and language. Although the curriculum and academics were conducted in English, often this was a second language for both teachers and students, myself included. (I consider Spanish my first language.

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“YOUR SUGGESTIONS REQUESTED”

FUTURE INTESOL PROFESSIONAL WORKSHOPS

INTESOL is planning to offer onsite professional workshops to member teachers of Indiana during summer and fall. We need the following inputs from you.

1. What topics or issues will be the most relevant, interesting, or helpful to you and your colleagues?
2. How many teachers will be able to join you?
3. Where are you based? And where would be the possible venue for this workshop?
4. During which periods would this workshop be best offered? How long should the workshop last?
5. Any other advice?

Please let us know your contact detail and send your answers to us at president@intesol.org by **May 31, 2011**. We will appreciate all your advice.

INTESOL is planning to offer onsite professional workshops to member teachers of Indiana.

GIFT-GIVING ETIQUETTE IN SOME SPANISH SPEAKING & LATIN AMERICAN COUNTRIES



Dr. Solange A. Lopes-Murphy

Gift-giving is a worldwide practice and a favorite

topic for studies in human behavior. However, just like in any kind of human

exchange, it is critical for those involved to understand what is acceptable or not in a particular culture before engaging in acts of reciprocity. This article intends to share some interesting and useful information on gift-giving in some Spanish-speaking and Latin American coun-

tries. Its goal is to help readers make more informed decisions when it comes time to express gratitude, friendship, solidarity, kindness, etc. to those who come from different cultural backgrounds.

(Continued on page 7.)

From Indiana to India (continued from p. 1)



Usually, learning a bit of the local language is a great way to obtain the good will of people, but in India, language, like everything else, is complex and politicized. Even in Delhi and Mumbai, where Hindi is widely spoken, almost everyone I met had a different 'native' language. I met people who use Hindi but resent its status. I met people who use English but resent its status. I met a lot of people whose English was hard to understand, although it was their most-used language. In fact, I never knew what kind of English a person would have.

I usually consider myself fairly good at understanding other Englishes, but I often found this harder in India than usual. Here are a couple of examples of what I needed to adjust to:

Indian English contains abbreviations in the spoken language as well as in the written language. For example, when asked when a student had taken the TOEFL, a person would answer *on four Feb* or *eight Jan*. Abbreviations such as *kg*, which cannot be pronounced are simply spelled out: *ten kgs*. This may seem trivial, but they are used so frequently that I often had to stop and decipher them.

A second aspect of Indian English I had to adjust to is the frequent use of the present progressive among some people. There were many times when I would use simple present, but Indians would use the progressive. This apparently comes from Hindi, which uses the progressive more than English does, but I didn't figure out whether it was just Hindi speakers who used the progressive in English because I was hesitant to ask people what languages besides English they spoke.

A final example of my adjustment came from the many kinds of nods Indian people use. I couldn't begin to classify their nods, but the confusing part for me is that they often nod their head up and down sideways. That is, the person faces forward, but the nod takes one ear down and then the other. This nod seemed to mean something like *yes* or *if you like*, but I was never quite sure, and the person using it often did not give a verbal answer, so I couldn't confirm it.

I have never been to Papua New Guinea, where linguistic diversity is on a scale far beyond any other land, but India's diversity of languages, of writing systems, and of Englishes

is astounding. I look forward to working out some of these in a future trip. India is a linguist's delight!



Dr. Rugsaken (continued from page 1)

until 2004, and Asian Studies, up until 2008.

In 2002 while on my trip to Thailand to give lectures at different universities on "autonomous university," I was approached by the then president of Prince of Songkla University, Dr. Prasert Chitapong, to assist him in his English camp program that he and his Vice President of Outreach and International Affairs, Dr. Supachok Viriyacosol, had just created. In 2003, I lead a group of English native speakers to conduct an intensive English camp for PSU students in the month of May. The English camp for PSU has been continued until now, which is in its 9th year. In 2005, 12 medical students from PSU came to study English at Ball State for 1 month. While Dr. Chris Ely, former Director of the Intensive English Institute (IEI) was responsible for arranging classes for these students, I arranged a home stay with host families for them. The Thailand Intensive English camp program was adopted by Khon Kaen University in 2005, by Ubon University in 2006, by Walaya Alongkorn Rachabhat University in 2007, and by Rachamangala University of Technology Phra Nakhon in 2009. However, due to budget constraints, Khone Kaen University and Ubon University implemented this program for only 2 years each while Walaya Alongkorn Rachabhat University ran only one camp for its doctoral students in public administration.

English camp leaders are recruited from the United States and Canada. Camp leaders pay for their own round trip airfares from and to their home ports. All other expenses in Thailand, including hotel, meals, and transportation, are the responsibilities of the host universities. In return, they have opportunities to visit several Thailand's tourist attractions with their students as tour guides. By nature, this English program is intensive. Students spend all their waking hours with their camp leaders with a 3 hour formal class each day for 2 weeks, including Saturdays and Sundays. The campers' native language, Thai, is prohibited or allowed only to the 'necessity' level. Results showed that participants in this program have significantly improved their English language skills, including their attitude towards learning English and their self-confidence in using English. Several of the former campers have gone on to further their studies in Europe, Australia, Canada, and the United States.

(Continued on page 5.)

Dr. Rugsaken (continued from page 4)

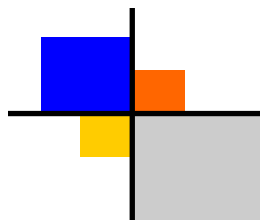
In addition to the English camp, PSU has been sending its students to study intensive English at Ball State on full scholarships, all under my supervision. The first two groups have completed their studies and returned to Thailand. The third group is currently studying at Ball State.

In running the English camp programs, I faced several challenges. Some camp leaders were more interested in touring Thailand than in teaching English to Thai students. Some had no aptitude in teaching and were less creative than others that resulted in students not gaining much knowledge and skills. Others fell in love with their students and didn't want to leave the country. Some students became homesick while in the camp and couldn't concentrate on learning. Directing an English camp requires not only an ability to assist camp leaders in ESL methods and techniques and in bridging the cultural gaps, but also the ability to provide onsite personal guidance and counseling.

The Thailand Intensive English Camp Program is held in the month of May every year, after the end of the Spring semester in America. This year 25 camp leaders from the United States and Canada are leaving for conducting two camps in Thailand, one in Bangkok and the other in Southern Thailand. Applications for camp leaders are taken from July through November. Due to its popularity, spaces are usually filled up by the end of August. But more applications than the available spaces are usually accepted because some applicants are too excited in joining the program to realize their other obligations that may come up later.

In addition to becoming an English camp leader, an interested individual may also be interested in teaching English full time in Thailand. Currently, there are four Americans that I sent to teach English full time in Thailand. Two of the four are on their 2nd year assignments.

For all who are interested in either of the two programs above, please feel free to contact me at (765) 285-5514 or by email at krugsake@bsu.edu. The English camp's website is <http://krugsake.iweb.bsu.edu>.



“Getting the Point” (continued from page 2)

Practice, “painful and demanding practice” (to quote Geoffrey Colvin from *Fortune Magazine*, 2006), has been known to be the true key to success. A sentiment echoed by psychologists from Carnegie Mellon who wrote that “nothing flies more in the face of the last twenty [approaching thirty] years of research than the assertion that practice is bad” (Anderson, Reder & Simon, 2000). Drills, or what the American Psychological Association refers to as “deliberate practice”, improve one’s long-term memory and “automaticity” as well as increase the likelihood that students will be able to use these skills in real-world environments (Brabeck & Jeffrey, 2011). When it comes to language drills, the British Council/Broadcasting Company’s Teaching English “Think” website promotes drilling for similar purposes stating that it can also “provide a safe environment for learners to experiment...[and] build confidence...” while allowing teachers a good opportunity to notice problems utilizing the target language (Tice, 2004). Finally, research has shown that rote memorization is a cognitive skill that is utilized by both successful and unsuccessful students (Qingquan, Chatupote & Teo, 2008, p. 345-346).

Drills have unfortunately become such a staple in teaching that many educators and researchers have begun looking elsewhere for new and more exciting ways to promote learning. However, I must first pose these questions: If you learned via drills from your teachers, and if you learned from rote memorization when you were a student, then how can you, as an educator, say that drills are ineffective? I will be the first to agree that using drills does not appeal to everyone, but monotony does not equate to a lack of efficacy—if nothing else, drills prove for determination (“if at first you don’t succeed, try, try again”). The “drill and kill” methods that have been abused by those who “teach to the test” have sullied what we think of when we think of drills.

So, what are drills exactly? How are we defining them? Drills are repetitive learning activities. Some are knowledge-oriented, like repeating a vocabulary word or a rule of grammar. Others are application-oriented, like fill-in-the-blank worksheets or practice dialogues. According to the Audio-lingual Method, there are three types of drills:

Repetition Drills—which allow students to practice acculturating the ear and mouth to the target language without requiring comprehension.

Substitution Drills— which allow students to practice the grammar of the target language without requiring comprehension.

Transformation Drills— which require students to provide specific meaningful responses. (Richards, 2002, p. 170)

More recently for those who abide by the philosophy of communicative classrooms, Dr. Spenser Kagan has developed a series of classroom drills that involve aspects of social learning and movement around the classroom environment (2011). The BBC Teaching English website

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("Getting the Point" continued from p. 5)

encourages pronunciation and grammar drills by level focusing on challenging aspects of intonation and chunked segments of the language (2004). Last November's INTESOL conference included one such presentation (Nadevda Pimenova's *A Drill Has Its Moments in EFL*) which incorporated a hint of fun into the traditional drill and really inspired how I look at classroom activities. For those of you who missed that session, there are a number of resources for re-embracing drills into the ESL classroom (see references).

Educational drills helped us succeed in school and admire education enough to build a career around the field. Therefore, remember, that while others may condescendingly look down on drills, you know that drills have their good uses. We may not all learn in the same way—but there are students out there (likely the next generation of teachers) who smile when it's drill-time. We can thank drills for both solid foundations in content knowledge and those good-looking smiles.

He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.

[Leonardo da Vinci](#)



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*Denotes resources for learning more about how to effectively use drills in your classroom.

Debbie East (continued from page 3)

The classroom configuration of desks changed often in Italy, but normally desks were paired and facing the teacher's desk. Students changed partners often. I remember working with fellow students on projects, and we were from different areas of the classroom. Only the teacher's desk never moved, always in the front of the room, facing the students and the door.

When I entered school in the U.S. in 1965, two years after the assassination of President Kennedy, I joined a student population from mostly White working class families who had limited experience with social variation. They were concerned with and knowledgeable about local knowledge.

The teachers were also predominately from this same White working class group. They seemed curious yet wary of newcomers. Perhaps this was related to our national struggle with civil rights during that time. This was a turbulent time in our history.

In my U.S. school the students sat in long rows of individual evenly spaced desks. Once we were placed in a desk it was ours. Virtually no groups or pairs of desks were allowed. The seating changed only occasionally. There were no other children in my classroom who had similar life and language experiences to mine. One issue that became a source of frustration with my teachers focused on my lack of knowledge of the American and English units of weights and measures. My personal experience with weights and measures was the metric system. My teachers did not understand that my 'forgetfulness' was due to differences in measuring practices between the countries I lived in and my new country.

Professionally, I began my teaching career while employed in retail management where I often led inservice workshops for employees of the company I worked for and was one of the recurring workshop leaders. I loved it, which led me to teaching and tutoring other from my home when I was a stay-at-home mom.

Initially I began to teach piano to budding pianists of all ages before moving on to teaching preschool and preschool music. Eventually my music programs moved to the continuing education program at IUPUC (IUPUC no longer has a continuing education program). After more than 15 years of teaching, I went back to school to earn the privilege of becoming a teacher.

During this time, I continued to teach, substitute teach, and tutor others. While in school I was asked to apply to the doctoral program in Language education at IU Bloomington. I did and am currently working on my Ph.D. in Education: Literacy, Culture, and Language Education with an emphasis in multicultural curriculum and instruction with a completion target date being June 1 of this year.

I have taught in teacher education, worked with adult edu-

cators, helped a church start a bilingual dual immersion preschool program (Spanish/English), created a multilevel ESOL program at Ivy Tech Community College – Columbus/Franklin region, and provide professional development workshops at local, regional, and national schools and conferences. My experiences, though broad, provide a continuing drive to advocate for teachers, students, and parents so that they may navigate the US schooling system successfully. My most recent workshop was the BEEMS Conference this past weekend in El Paso, Texas as a member of a panel that focused on advocacy for parents and educators. BEEMS is the acronym for Bilingual Educators Employing and Meeting Standards.

Currently I serve on a local committee focused on issues affecting Hispanics here in Columbus. I have also served on a committee for Cummins Engine Co. looking to further the hiring of Hispanics for non-exempt workers. If I can help one person, then my efforts will not have been in vain.

2. What makes your work so far rewarding and interesting?

Helping teachers help and support others as they get their education. And helping individual students more directly and seeing that light go on in their eyes as they figure something out is inspiring.

In TESOL, linking teachers with other teachers so that they can become part of a support system is the largest benefit. Also, opening up conversations about teaching, learning, and the varied experiences we all have is very interesting.

3. What do you see as new possibilities or opportunities in TESOL and your work?

TESOL has some new possibilities in front of them. I believe that the new positions statements that the Board developed are much more supportive and informative and will serve as one of the leading ways to gain more members. One is further developing the advocacy for teachers, not just the organization, in Washington, D.C. There was a large presence at this past TESOL of the DOE and I'm not sure that is "good or bad" at this point. It will be important to watch.

The career/jobs section is important to develop further. I'm hoping that the new website platform will illumine the ways in which this development could go forward.

One small critique. I have found that TESOL has a way of inviting people to join and then offering limited examples and opportunities of Interest Sections to show new members to TESOL.

4. What challenges are you facing? How have you tried to solve them?

Public schooling is under attack, and the current scapegoats are teachers and parents. One of my personal goals is to challenge this idea. Teachers and parents have been silent and silenced a long time. When teachers and students and parents do voice their concerns, the end result is

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(Debbie East continued from page 7)

the elimination of some rights of employment such as collective bargaining. The most recent protests in Wisconsin, Indiana, and several other places have shown that we do care and will voice our concerns.

Since the Dream Act did not pass, the work to help undocumented students get financial and go to college has gotten much more difficult. While I don't ask about this issue, I do hear the students talk about it.

In the future, I would like to start a non-profit that will provide neighborhood literacy resources to all who need them, especially ESOL students of any age locally, regionally, and globally. What it will look like will be different depending on the needs of the community that would want these kind of services. In rural areas, such as Columbus, the problem is compounded by vast distances and often weather. These places need to be staffed by people (volunteers) from that community and the neighborhoods have to desire it. This is not a top down model.

5. What would you like to tell involved parties about how they can help you with your work?

If I can help them in their work, then contact me. I will gladly listen, brainstorm, and support them in their work. I would be glad to go meet with them if that would help.

If a "right" is being threatened, such as the right to collectively bargain for contracts, etc., then speak up, ask questions, and rally others to take a stand. Join listservs, organizations, and use social media such as facebook, twitter, e-mail, and the like to learn, meet others, and pass your thoughts on to others. Keep current with what is happening at the national level because it will become local very quickly. La Casita in Chicago is an example of parents who perhaps did not communicate with schools, but politically stood up to be counted when the local libraries (in and out of school) were to be closed. Individuals can affect change, but a large group has a greater chance.

Run for school board or local office if one can. Serve on committees if one can't.

Become board members for organizations (local, regional/ state, or national) because board members are charged with effecting change for those who are served by the organization.

Most of all, don't sit there and do nothing – we all need one another so that we can be heard.

6. If INTESOL were to create professional development workshops, which topics would be of interest to you?

Advocacy and networking would be one of the topics linking education law and policies to the practice of schooling at the local level. Fellow teachers at all levels of education need to feel like they matter and that our work matters.

Our students are between languages – even at the college level. Walking a mile in their shoes and understanding the ramifications of the constants in their lives is necessary to help them achieve their dreams. In many ways, our democracy depends on it.

Non-traditional ways of engaging with parents and students and teachers so that the hidden rules of doing school as well as those not hidden can be explored. //



"If a "right" is being threatened, such as the right to collectively bargain for contracts, etc., then speak up, ask questions, and rally others to take a stand."



Gift-giving Etiquette... (continued from page 3)

On February 16, students taking foreign language classes in the Department of Languages, Literatures, and Linguistics at Indiana State University engaged in a culturally-rich activity – they researched and presented information on gift-giving around the world to an audience of approximately 170 ISU students and faculty.

This project allowed for one major finding. Despite the differences across cultures, we can still find a great deal of similarity in beliefs and perceptions when it comes to gift-giving.

Below are the contributions of some students on what constitutes an appropriate gift or gifts we should avoid.

SPAIN

By
Rachel Delaney



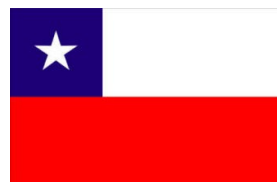
Do's

- DO bring a host/ hostess gift such as chocolates, dessert items, or a bottle of high-quality wine.
- DO find out if the host/hostess has children. Bring the children a small gift just for them.
- DO open the gift in front of the one who gave it to you.
- Do make sure your gifts are wrapped beautifully.
- DO give gifts when business negotiation is successful.
- DO give fine brandy or whiskey, if travelling unprepared.
- DO give employees a basket of food and drinks during Christmas.
- DO exchange gifts with family members & friends during the Feast of Epiphany (January 6th).
- DO give flowers in odd numbers, except 13.

Don't's

- DO NOT give chrysanthemums, dahlias, white lilies, and red roses.
- DO NOT give gifts associated with funerals.
- DO NOT give gifts with your company logo.
- DO NOT give anything too extravagant. It may be perceived as a bribe (in business).
- DO NOT give sharp objects as gifts. They represent "severing a relationship".

CHILE
By
Rodney Yowell



Business Gift-Giving

- Appropriate business gifts can include leather business items, pens, cigarette lighters, and fine whiskey.
- High-quality gifts are appreciated, but very expensive gifts could be interpreted as bribes.
- At the end of a lunch following a meeting is an ideal time to give gift.
- Make sure the gift is properly wrapped and has a card enclosed
- Gifts are not expected in a business context until the relationship becomes close.

Personal Gift-Giving

- If invited to a home, take sweets/chocolates or wine for the hostess.
- Gifts are opened immediately.
- Send flowers in advance.
- For a young girl's 15th birthday, a gift of gold jewelry is the norm.
- Tailor your gift to the recipient's needs and tastes.
- If you plan a return visit, ask your Latin colleagues if there is something they would enjoy from your home country.

What Not to Give

- Do not give yellow roses as they indicate contempt.
- Do not give purple or black flowers as they symbolize death.
- Do not go empty-handed to anyone's home.
- Don't give knives or scissors as they indicate a desire to sever the relationship.
- Women should not give gifts to male colleagues; the gift could be misconstrued as a personal overture.

(Continued on page 10.)

(Continued from page 9)

ARGENTINA
By
Kelli Harrison



What is Considered Inappropriate?

- Do not give a gift that is considered to be “personal” – such as clothing.
- Do not give any sharp gifts, such as knives or scissors, because it suggests that you want to sever the relationship.
- Do not give wine as a gift, it is considered to be too common.

Proper Business Gifts

- These gifts are not expected to be given until a close relationship/bond is formed between the associates.
- Quality gifts are always appreciated, but overly expensive gifts are considered a form of bribery.
- Women should not give gifts to their male counterparts because this is considered a personal gesture.

Personal Gift-Giving

- When you are invited to one's home, you bring the host/hostess a gift.
- Flowers, candies, pastries, chocolates, imported liquor, and champagne are considered appropriate.
- Be sure to call your hosts the next day and thank them for their hospitality.

MEXICO
By
Ava Breck Robinson



What is acceptable?

- Items with your company's logo
- Candy
- Flowers
- According to folklore, white flowers lift spells
- Souvenir from your country

- Illustrated book about your city or country
- A bottle of wine or scotch
- Toys for children
- Something that represents your country or something not available in Mexico
- Sports-related items

What is not acceptable?

- Silver
 - Mexico has some of the purest silver in the world, and Mexicans are very proud of it. It is too sacred for gifts.
- Expensive gifts
 - According to folklore, yellow flowers symbolize death and red flowers cast spells.

To keep in mind

- It can be offensive to inquire about what someone would like as a gift.
- Gifts are not required in business; only small gifts are appropriate.
- Gifts are not necessary when invited to one's home. Taking the host out to dinner in the future would suffice.

PANAMA
By
Sabrina Ringer



Gifting Considerations

Traditionally, it is quite common for those wishing to give a gift that it be more thoughtful and serve a function than to be extravagant.

Once an “outsider” is accepted by the family/friend then they are incorporated into the various party gatherings with relative ease.

However, formalized gift giving in Panama is not common. The dress may be, but an actual ceremonial social gathering, not really.

Know Who You Are Giving To

Gifts are mostly ones that reflect the thought that went into it. It is important to pay attention to the small details like using quality wrapping paper since this is a visible indication of the importance of the relationship.

However, caution should be used in regards to the symbolism placed on certain things. So wrapping a present in a

(Continued on page 11)

nice purple and black wrapping paper or gift bag wouldn't be appropriate since those colors are associated with Holy Week.

Purchasing items such as handkerchiefs, or a bouquet of yellow, red or white flowers wouldn't be a good idea because they are used mostly for funerals.

The differing cultures in Panama are made up from the Indians, the Antillean Blacks, the Guaymí and the Cuna. Each ethnic group has their own culture and idea of gift giving. Because of this, things could get confusing.

So, if you are planning on giving a gift to a friend from Panama, it would be wise to choose something that has a neutral yet heartfelt meaning.

If all else fails, an invitation to dinner at your house or in a nice restaurant is always welcome and very appreciated.

COLOMBIA
By
Traci Alvarado



Gift-Giving Etiquette

- Gifts are usually given for special occasions such as a birthday; a girl's fifteenth birthday is considered an important milestone.
- Christmas or The Epiphany (January 6th).
- When invited to another Colombian's home, a gift of flowers, pastries, or fruit is appreciated.

If You Are Given a Gift

- Express tremendous gratitude.
- Do not open the gift in public; it is customary to open them in private so that one does not look greedy. It may not be mentioned again, but it is accepted with gratitude.

Ideas for Gifts

Good ideas

- A gift for their children such as games or candy that was made in the U.S.
- Engraved quality items
- A gift from your native region
- Fine wine, scotch, vodka or gin
- Fine pens or office accessories
- Roses; flowers should be sent in advance
- Gold for a girl's fifteenth birthday

Things to Avoid

- Foreign beer (Colombia brews their own)
- Jewelry

- Clothing
- Ties
- Body lotion
- Marigolds or lilies; they are used at funerals

BRAZIL
By
Solange Lopes-Murphy



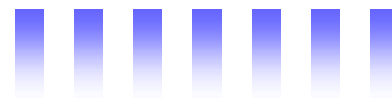
Gift-Giving Occasions

- If you are invited to a home, make sure you bring flowers or a small gift to the hostess.
- Gifts are open when received.

Gift-Giving Restrictions

- Purple flowers are extensively used at funerals, so be cautious when giving someone purple flowers. Violets are OK to give.
- Do not give very expensive gifts. This may cause embarrassment or be interpreted as bribe.
- Do not give handkerchiefs as gift since they are associated with funerals.

Orchids make a good gift, but avoid purple orchids. They are not favorites for gift-giving.



MORE TESOL NEWS & EVENTS

News & Events (continued from page 2)

Writing with Style for ESL-ers

<http://www.intlctr.org>

Presented by the International Center of West Lafayette

Thu, 04/14/2011 Lectures/Seminars

This event has multiple dates. Click here for more info

This class meets on Thursdays, 4:00-5:00 pm with Jim Keating.

Audience: Adults/ Seniors

Location:

Contact Information:

The International Center
523 North Russell St.
West Lafayette, IN, 47906
Tippecanoe County

Directions:

Danielle Schiewer

765-743-4353

info@intlctr.org

Spanish Conversation

Presented by [The International Center of West Lafayette](#)

Wed, 04/27/2011 Lectures/Seminars

This event has multiple dates.

Enjoy a cup of tea in a friendly environment, make friends, and practice your Spanish skills. No English is spoken and no instruction is provided at this free weekly activity. This group meets on Wednesdays from 3:00-4:00 pm with Lourdes Barranco Cortez. Starts February 9th, 2011.

Audience: Adults , Seniors

Location:

Contact Information:

International Center
523 North Russell St.
West Lafayette, IN, 47906
Tippecanoe County

Directions:

Danielle Schiewer

765-743-4353

info@intlctr.org

State Grant to Train ESL Teachers in Northwest Indiana

InsideIndianaBusiness.com Report

The Indiana Commission for Higher Education has awarded a \$154,000 grant to a new Indiana University School of Education program that will develop more highly-trained English as a Second Language (ESL) teachers. The funding will focus on preparing minority ESL teachers in two high-need Indiana school corporations in East Chicago and South Bend through on-site workshops, graduate courses and summer institutes.

Upcoming State ESL Conferences

[CABE Conference 2011](#)

Dates: *March 23-26, 2011*

Location: Long Beach, California

Venue: Long Beach Convention Center

[CATESOL Fall 2011 Conference](#)

Dates: *April 7-10, 2011*

Location: Long Beach, California

Venue: Long Beach Convention Center & the Hyatt Regency

[2011 MATSOL Spring Conference "One Size Doesn't Fit All: Meeting the Needs of Diverse Learners"](#)

Dates: *May 5-7, 2011*

Location: Leominster, Massachusetts

Venue: Four Points Sheraton

[2011 NJTESOL/NJBE Spring Conference "Creating Global Learning Communities for ELLs"](#)

Dates: *May 24-25, 2011*

Location: Somerset, New Jersey

Venue: DoubleTree and Garden State Exhibit Center

CALLS FOR PROPOSALS

TESOL Quarterly (TQ) is seeking proposals from prospective guest editors for the 2013 special topic issue. Proposals are chosen by the *TQ* Editorial Advisory Board, and the guest editor(s) will be responsible for overseeing the review process and selecting the content of the issue. The issue will appear in September 2013. Information is at

http://www.tesol.org/s_tesol/sec_document.asp?CID=632&DID=13260



CONFERENCES

2011 Center for Research on the Educational Achievement and Teaching of ELLs (CREATE) Conference

Educating Middle School English Language Learners for College and Career Readiness

November 3-4, 2011 AT&T Executive Education and Conference Center, Austin, Texas

Information at

<http://www.cal.org/create/events/index.html>



May 2011 Workshops on English Language Learning and TOEIC Tests

The Educational Testing Service (ETS) will be sponsoring two free, full-day workshops at its campus in Princeton, NJ, on May 10 and 11, 2011.

These *Propell*™ workshops focus on preparing individuals for the TOEIC tests and improving language learning with new instructional tools and strategies.

Propell™ workshops are rarely held (no additional U.S. events are currently scheduled). The second workshop will also supply details on teaching to prepare for the TOEIC Speaking & Writing test, newly introduced to the United States late last year. TOEIC tests are the world's leading assessment of real world English skills for business and the workplace, taken by over 6 million individuals each year and used by over 10,000 employers and other institutions.

Enrollment will be limited to fifteen teachers/trainers in order to allow sharing of ideas and interactive work with ETS expert trainers. Attendees return to their centers with an in-depth workshop manual; TOEIC score descriptors; activity books, practice test books, and audio CDs for use with students; and certificates

of workshop completion as well as new ideas to develop curricula for practical English skills.

The first workshop will focus primarily on means of improving student listening and reading skills, the second on speaking and writing skills. The information will be of value whether or not your English center offers/teaches to the TOEIC Listening & Reading and TOEIC Speaking & Writing tests; the workshops provide strategies and ideas useful in any language teaching environment.

Teachers can choose to attend one or both workshops. Tuition, materials, and some meals are provided without cost and rooms are available in the Chauncey Conference Center for \$149 per night. Please contact the English4Success Division at toEIC@amideast.org as soon as possible if you or one of your colleagues may be interested in applying for one or both workshops. The deadline for applying was *March 31, 2011*.

“Intellectual growth should commence at birth and cease only at death.”

- Albert Einstein



CALL FOR SUBMISSIONS

TESOLIN'

OFFICIAL INTESOL NEWSLETTER

The Indiana TESOL (INTESOL) newsletter "[TESOLIN'](#)" is now accepting submissions for its 2011 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

For each issue, one submission will be chosen to receive a free, one-year membership to INTESOL.

Submission deadlines:

We accept your submission every month.

Information for authors

Please adopt APA style for all submissions. See the APA webpage at: <http://flash1r.apa.org/apastyle/basics/index.htm>

or

Purdue's Online Writing Lab (OWL) at: <http://owl.english.purdue.edu/owl/resource/560/01/> for basic APA guidelines. Your submission will be reformatted by the editors before publication.

Submit articles to: Snea Thinsan (Co-Editor) and Solange Lopes-Murphy (Co-Editor) at news@intesol.org.

WE ALSO 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, or you can contact the editors directly at: 812-345-8457 (Snea).



Be interactive!

Use the comment feature in our online version to share your thoughts and opinions. Authors are encouraged to revisit their articles and reply to comments online via <http://intesol.org/tesolin/>.



TEACHING TIPS

A STRATEGIES-BASED LISTENING / SPEAKING / GRAMMAR LESSON PLAN

Connie Tucker

Background: This is a lesson designed for high-beginning adult ESL students of various language backgrounds at a community college in California. The class is a mixed group of 15-20 residents (Hispanic, Middle Eastern, and Asian) and International students (mostly Asian). This lesson could be used in a grammar, vocabulary, or listening/speaking class.

Context for the Activity: Learning Authentic Language from Videos or DVDs of TV shows or Movies
The class is a 2-unit Pronunciation/Conversation class that meets daily for 50 minutes. This activity could also be used in a grammar or vocabulary class.

Objectives:

By the end of the lesson, the students should be able to use short segments of a video or DVD of a movie as a basis for focused listening and vocabulary development. They will learn at least three strategies: one, how to use authentic language from movies/TV shows as a model for focused listening/speaking comprehension and practice; two: how to use movies/TV shows to find examples of spoken English grammar points in authentic language; three: how to use subtitles to reinforce learning.

Many students complain that they can't understand American TV shows and movies. The goal is to model how to use very short segments of a show for focused practice. Students should be able to apply these strategies to their favorite shows, which can be endless sources of authentic English vocabulary, grammar, and speech in context.

Materials Needed:

- A pre-selected short segment from a DVD or video (I chose one of the opening scenes from "The Incredibles").
- A TV/video monitor or DVD player.
- Guidesheet for the students (see last page).
- A handout with the dialogue from the scene.

Sequence of Activities:

Presentation: First, hand out the guidesheet and explain the activity. "We will be practicing some of the ways you can use short scenes from movies or TV shows to learn spoken English pronunciation, grammar, and vocabulary. I will demonstrate a few strategies you can use, we will practice the strategies, and then for homework you will choose a scene from a favorite movie of yours and try these strategies." Show the students how to access the language features, such as sound on, sound off, and subtitles (closed captions).

Practice Phase:

View the scene with the sound turned off. Have the stu-

dents write down key words to describe what they see in the scene: skyscrapers, *sunset*, *thief*, *mask*, *purse*, *superhero*. Write the vocabulary they generate on the board. Play the scene twice with sound turned on. Explain that this is important for general comprehension. Ask a few questions about the scene: Who are the characters? Where are they? What is happening? How does each character feel? Elicit a few lines of dialogue from the class- what lines do they remember?

Play the scene, but this time pause after each line so students can write down the dialogue.

Now play the same scene with the subtitles turned on. Have the students compare what they wrote with the subtitles. They can focus on spelling, grammar, intonation, word focus, word or sentence stress, etc.

Handout the dialogue sheet. Have students circle target grammar, for example modal verbs. Next, they underline the focus words and mark the intonation in each line. Finally, they practice the dialogue in small groups.

c. **Discuss the strategies used in the lesson:** previewing, focused listening, dictation, finding grammar in context. What is easy? What is hard?

Outcome, Evaluation/Assessment: For homework, students will choose a short scene from a movie and complete the following tasks:

- Watch the scene with the sound turned down or off. Write down key words of what you see in the scene: the characters
- Play the scene twice with the sound turned on. Who are the characters? What is the setting? What is happening?
- Play the scene again with the sound turned on and try to write down as much of the dialogue as you can. Use the pause and rewind buttons as necessary.
- Now play the same scene with the subtitles turned on and compare your dictation to the subtitles (keep in mind, the subtitles sometimes leave out words or have mistakes!) Make corrections.

(For pronunciation: Underline the focus word in each line.)

(For grammar: Circle all the modal verbs that you heard.)

- Practice the dialogue with a partner.

ESL 032 Language Learning Strategies Guidesheet

Using Short Scenes from a Movie for Language Learning
You can use short scenes (about 3-5 minutes long) from your favorite movies to learn new vocabulary, identify grammar in context, and practice listening and speaking authentic spoken English by using focused listening.

Movie: "The Incredibles." A family of undercover superheroes, while trying to live the quiet suburban life, are forced into action to save the world. Scene: Near the beginning.

(Continued on page 16.)

Teaching Tips (continued from page 15)

The two superheroes, Mr. Incredible and Elastigirl, meet while trying to stop a thief.

Step One: View the scene with the sound off. Write down key words and images.

Step Two: Play the same scene again, this time with the sound on. Just try to understand the gist (general points) of the conversation.

Answer the following questions:

1. Who are the characters?

2. Where are they?

3. What is happening in the scene?

Step Three: Now play the scene with the sound on. Write down the dialogue. Use the pause and rewind button if necessary. Don't worry about spelling or grammar (you can correct those later with the subtitles).

Example:

Mr. Incredible: You know, you can tell a lot about a woman from the contents of her purse, but maybe that's not what you had in mind.

Thief: Hey look...

Write down the rest of the scene here:

Step Four: Now play the same scene with the subtitles turned on and compare your dictation to the subtitles (keep in mind, the subtitles sometimes leave out words or have mistakes!) Make corrections.

Step Five: You can use the dialogue to learn grammar and pronunciation in context. To practice grammar, *circle* all the modal verbs in the dialogue.

To practice pronunciation, underline the focus words in each line.

For further practice: Act out the scene with your classmates. Find examples of other grammar points and circle those. Draw arrows to indicate the intonation at the end of each question. Think of other ways you could use the scene to learn English.

Here is the rest of the scene:

Mr. Incredible: Elastigirl.

Elastigirl: Mr. Incredible.

Mr. Incredible: No, it's all right. I've got him.

Elastigirl: Sure, you've got him. I just took him out for you.

Mr. Incredible: Sure, you took him out. His attention was on me.

Elastigirl: A fact I exploited to do my job.

Mr. Incredible: My job.

Elastigirl: A simple thank you will suffice.

Mr. Incredible: Thanks. But I don't need any help.

Elastigirl: Whatever happened to ladies first?

Mr. Incredible: Well, whatever happened to equal treatment?

Thief: Hey, look, the lady got me first.

Elastigirl: Well, we could share.

Mr. Incredible: I work alone.

Elastigirl: Well, I think you need to be more flexible.

Mr. Incredible: Are you doing anything later?

Elastigirl: I have a previous engagement.

Mr. Incredible (to thief): Now you just stay here. They usually pick up the garbage in an hour.

Mr. Incredible: Well, whatever happened to equal treatment?

Thief: Hey, look, the lady got me first.

Elastigirl: Well, we could share.

Mr. Incredible: I work alone.

Elastigirl: Well, I think you need to be more flexible.

Mr. Incredible: Are you doing anything later?

Elastigirl: I have a previous engagement.

Mr. Incredible (to thief): Now you just stay here. They usually pick up the garbage in an hour.

NOT A MEMBER YET?

INTESOL MEMBERSHIP

INTESOL membership is for 12 months--as measured from annual conference to annual conference.

INTESOL Membership Application is here. Please print out the form and mail it in the [PDF Membership Form](#) downloadable at: http://intesol.org/Membership/Member_App_Doc10.pdf. See more details in the linked form.



2011 INTESOL Conference

Pre-Conference
Friday, November 18, 2011

Conference
Saturday, November 19, 2011

IUPUI Campus Center
420 University Blvd.
Indianapolis, IN 46202

Save the date!

Read our newsletters &
interact online at
<http://intesol.org/tesolin/>



P.O. BOX 44673
INDIANAPOLIS,
IN.
46244



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 stand-

FROM THE EDITORS' DESK (TOPS)

Dear INTESOLors:

As we welcome spring, the second volume of TESOLIN' is coming out for 2011. We hope all of you are having a fruitful quarter of the year.

For this issue, we thank Leslie, our President, for sharing with us a very interesting story about Englishes based on her experience in India and our co-editor Solange for a very informative piece on gift-giving etiquette in Latin America. We also thank two guest interviewees, Dr. Kris Rugsaken and Debbie East, and Tom McAlister from Ball State University, who contributes his piece on drilling. Tom received a free TESOL membership and has agreed to write an article to share with us. We still have several others to come from our TESOL membership winners to be published in the future issues. Lastly, thanks to Connie Tucker for her tips on strategy-based teaching.

Last month at the TESOL convention in New Orleans, our newsletter editor representative joined an affiliate workshop on

how to make newsletter a useful tool for professional community building and sharing. We will try to make the online version of TESOLIN' more accessible so that INTESOL members will feel motivated to interact more. So, please visit the online newsletter and join other members in our professional dialogues at <http://intesol/tesolin/>.

Please also remember that TESOLIN' needs your help. The newsletter will be less useful without your contributions and sharing. Please consider submitting whatever you think will be useful, interesting, relevant, or good for other INTESOL members. Kindly refer to the call for submission via <http://intesol/tesolin/> or check page 14 of this issue.

We look forward to your submissions and will appreciate all comments or feedback about TESOLIN'. Please email us Snea Thinsan (Co-Editor) and Solange Lopes-Murphy (Co-Editor) at news@intesol.org. Thank you!

TESOLIN' Co-Editors

