matsol Currents

Massachusetts Association of Teachers of Speakers of Other Languages

The Pride of an ESL Teacher
by Dr. Marilyn B Barrett

The graduation of the Class of '09 was a special one for me. Three English newcomers arrived in the fall of 2001 as 5th graders, speaking no English. All three arrived during the first year Nantucket had an ELL program and I was the K-12 teacher. One is from El Salvador, one from Thailand, and one from Lithuania. The girls all became best friends while learning English and continued to be inseparable throughout their high school years. I taught them in the same class in middle school and watched them advance from speaking very little English to achieving honor roll status by the end of 7th grade. In high school, I saw them steadily gain confidence and improve their writing. They tackled tough academic subjects successfully. By junior year, one was voted both Homecoming and Jr. Prom Queen.

Two were standouts on the league champion softball team - a pitcher and catcher. Two were excellent artists, one having her own gallery show and honors at graduation. All three were elected to National Honor Society. One will be attending Lesley College this fall, studying art therapy. One will attend Suffolk University to study art. And, one will go to medical school at Connecticut College with a full scholarship.

Some underclassmen were also honored at the awards ceremonies this spring. A girl from Thailand won several awards for her work in advanced math. I was thrilled when she also got top honors in US History, only two years after moving here. She was hardworking and determined to do her best but English writing and pronunciation had been real challenges. Two were elected co-captains

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The Pride of an ESL Teacher

of the Varsity Soccer Team.

A girl from Brazil who moved here from Florida was already quite fluent when she entered Nantucket High School but became an active member of my Diversity Club. She was also studying culinary arts and, as a senior, was chosen to be on a team of top culinary students who won the Massachusetts Culinary Arts Competition as well as Honorable Mention at the Nationals in San Diego. She decided to attend Tufts to study international relations. She participated in Nantucket Jr Miss. Fitness, poise and beauty were no big obstacle, but public speaking, the interview and the talent portion all required her to step outside her comfort zone and compete with other girls in the senior class.

There are other avenues of success. Several ELL students from Thailand and El Salvador are doing top work in Construction Tech. One gave me a stepping stool that he built. Another showed me a table that he had made for his family.

A few of my students were chosen to be trained as Peer Leaders and Peer Counselors. They went for a weekend to New Hampshire for community building exercises, something few of them would ever have volunteered to do. We were thrilled to have some bilingual students receive this training and they were awestruck by the beauty of the White Mountains.

Of course many students don't achieve this kind of spectacular success.
They move arduously through the grades and gradually succumb to the pressures of family and economy or the pull to return to their country. However, in subtle ways their lives have been affected by a quality education.

As ELL teachers, in the spring of a school year, we can see evidence of our work when a mainstream teacher says, "That new ELL student in my writing seminar writes so poetically!" We also feel great pride when one of our students who was incredibly frustrated all year with basic math is awarded the prize for being the student who has made the most progress as a 9th grader. A student always making slow progress to pass the MEPA and MCAS for years enthu-

siastically wows her audience as she shares her experiences in School to Career where she had worked in a dentist office.

These positive outcomes, the result of years of hard work, thrill us and often give our newcomers a sense of hope and motivation. We touch the lives of our students in a special way because we help bring out the language that they need to express their individuality, learn from others, and construct a pathway to their future, a stepping stone to their dreams. 🌐

Dr. Marilyn B Barrett, Nantucket High School

2009 MATSOL Conference
Workshop Highlights
by Daniela Alvarez-Bradley

I attended the MATSOL conference this year seeking theoretically sound strategies and techniques that could be directly implemented into my classroom. I teach 3rd, 4th and 5th grades for Ashland Public Schools, a low-incidence district. While my goal was met in many workshops at the conference, there were two workshops that stood out in my mind:

1. Vocabulary Development for English Learners—Teaching and Learning Strategies, and
2. Writing in the Sheltered English Immersion Classroom.

Upon returning to my classroom, I implemented some of the strategies that I learned in the two workshops.

The workshop on vocabulary development was extremely insightful. The presenters drew heavily from the theories of Nagy, Beck, Marzano and Pickering. While each theorist differed in strategy, all seemed to emphasize the importance of explicitly teaching academic vocabulary words to enhance reading and other English skills. The handout included some templates for teaching vocabulary development in new and interesting ways. I chose and implemented one to teach vocabulary words related to an upcoming Revolutionary War unit for a group of third grade students.

The template was divided into different parts so as to afford students multiple ways to interact with the new vocabulary words. On each page, the new vocabulary word was written on the top, there was a space to illustrate the word, write the word in a sentence, write a kid-friendly definition, create a mnemonic, and, finally, there were boxes for synonyms and antonyms. I first introduced the words by showing students picture cards with the vocabulary words on them. The presenters stated that students need multiple exposures to "own" new vocabulary. We played games with the words until I felt that my students had a strong grasp of the words in various contexts. For example, one of the words was independent. I showed the students a picture of a bird flying out of a cage, I told them a story about my young son who can feed himself independently versus my infant who needs me to spoon feed him. Then I gave them examples and asked them if they thought that my examples demonstrated independence (thumbs up for yes, thumbs down for no. They added sound effects and loved this!). Finally, I asked students to come up with examples and the rest of the class had to decide if they were independent or not. When I felt that my students clearly understood the words, I gave them the template and had them fill out one for each of the words that we had discussed. The final products were beautiful and the students were so proud of their Revolutionary War Vocabulary Books. They showed them to their homeroom teacher, who asked the students to share them with the rest of the class! The students were very proud to share their work. They and their classroom teacher reported back that they were very prepared for the unit on the Revolutionary War. Students expressed that making the books had given them the strong foundation that they needed to understand the upcoming lesson.

The second strategy that I learned and implemented into my classroom came from the workshop titled, "Writing in the Sheltered English Immersion Classroom". Although I do not teach in an SEI classroom, I found the strategies helpful in my ESL classroom. The presenters drew from theorists such as Calkins, Hudelson and Peregoy and Boyle. There was an emphasis on tapping into students' background knowledge and experiences for writing activities. They also stressed the importance of writer's workshops and moving students through the 5 writing process stages (prewriting-drafting).

As the school year was drawing quickly to an end, I realized that I would not be able to implement the full model that the presenters had proposed. I decided to use some of the prewriting strategies for journal writing and to begin the following school-year with the writer's workshop model. The prewriting strategy that I implemented was called writing from lists (Buckner, A. 2005). I asked a group of fifth grade students to make a quick list of the best things that have happened to them. Then I asked them to write a quick list of the worst things that have happened to them. Next, students were asked to star things on their lists that they wanted to write more about. Students then selected one starred item from their list and wrote an entry based on that idea. It was a quick and simple method for generating ideas and my students stated that they really enjoyed selecting their own topics. Additionally, my students were able to easily write the entry because they had selected the topic themselves and were excited about it. Entries included the birth of a sibling, braking of an arm, getting a new bike, and visiting another country. I am excited to continue to use this strategy and to begin using writer's workshop. 🔘

Effective English Language Education
A New Teacher's Guide
by Paul S. Haughey, Ed.D

ABSTRACT
Effective English language education: A new teacher's guide is based upon the research of Paul Haughey, Marty Hopkins, James Trgone, Jack Warner and Bryan Clyde. This article utilizes current research and case stories to describe/detail the unusual obstacles special education teachers face in their first year in the field. Special consideration to these obstacles and more than nineteen years of experience laid the foundation for a set of core values offered to the reader in surviving their first year of teaching in the field of English language education. Finally, through its core values this article offers some suggestions for making sure your first year of teaching English Language Learners (ELLs) successful - so that all students learn effectively.

As I look back on the very beginning of my teaching career, I vividly recall thinking that I may not make it to the end of my first academic year. I was constantly on overload. In my first year of teaching English as Second Language students, I was a surrogate parent, counselor, disciplinarian,

coach, study hall proctor, and oh yeah, a teacher. There was no way my college field studies/practicums prepared me for all of the hats I wore as an English teacher. As a result of my first year of teaching, I came to realize that this profession required a great deal of time, energy and commitment. This article takes into consideration these facts and more than nineteen years of experience. Also, this article offers some suggestions for making sure that your first year of special education teaching is successful - so that all students learn effectively.

Recently, the New England National Board of Certified Teachers (NBCTs) were asked to identify the characteristics that they associate with "effective teachers." Below is a compilation of the most common responses received from these experienced educators. "As one NBCT so aptly pointed out, there are many levels of quality from quite low to quite high" (Hopkins, 2004). All respondents agreed that the educational reform efforts on the national, state, and local levels are most concerned with accomplished teachers who are deemed to be of the highest quality and effective in what they do.

Although not representative of all parts of the Five Core Propositions of the National Board for Professional Teaching Standards, the Core Propositions provide a suitable context for most responses.

1. Teachers are committed to students and their learning. As a first year English language education teacher, you need to make sure your philosophy is in sync with all of the federal and state mandates. This means your philosophy needs to be anchored in all of the current events within the profession of teaching, especially when it comes to No Child Left Behind (NCLB) and the Massachusetts General Law. In simplest terms, your philosophy needs to promote inclusive practices/inclusion…making sure all English language learners are provided with the same opportunities to learn as their peers.   Ideally, the setting in special education for such experiences for students with disabilities is commonly known as the least restrictive environment (LRE) - in many cases - the regular education classroom. The same philosophy applies in English Language Education.

I am a strong proponent of least restrictive environment and inclusive practices. As I look back over my career, I realize that I became a proponent of inclusive practices/inclusion in my first few years of teaching when one of my mentors told me, "Remember, families send you their best… They aren't hiding the other kid in the closet from you. They are sending you what they have. So, knowing they're sending you their best, give them your best."

In your first year of teaching students with disabilities, keep in mind that effective teachers:

- Have a passion for teaching
- Genuinely enjoy all of the students
- Believe in children and their potential
- Believe all children can learn
- Know and respect students as individuals
- Meet individual needs of all learners based on multiple assessments (both informal and formal)
- Establish realistically high expectations for each student
- Respect/celebrate cultural diversity of students while caring, listening, understanding and knowing their students (Haughey, 2002 & Stronge, 2002).
- Adapt lessons to meet individual student needs quickly and appropriately
- Create and implement developmentally appropriate lessons that are well grounded in prevailing theories of cognition and intelligence

Teachers know the subjects that they teach and how to teach those subjects to students. In English language education, teachers are required to know the content areas well - in an effort to differentiate instruction and modifying the lessons to meet student needs. In my first year of teaching, I learned the hard way that lecturing to a student who was hard of hearing was not the right way to teach this young person. For much of the first few weeks, the student struggled to keep up. Yet, through constant dialogue with the family; and most importantly, with the student, I learned how to best meet this young person's needs by providing a number of cooperative learning activities, problem-based learning exercises, writing my notes on the board, providing handouts, and offering extra help/review sessions before, during and after class/school. Slowly but surely, this student made progress and went on to become one of the better students in the room with outstanding tests, quizzes, and presentations that made the

students who were not hard of hearing envious. Still, these accomplishments came as a result of a lot of hard work on the part of English as a Second Language (ESL) teacher and the student.

In your first year of teaching English Language Learners (ELLs), keep in mind that effective teachers:

- Are proficient in their content area beyond the actual grade they teach
- Are masters of the art of teaching as well as the content
- Integrate content across disciplines
- Help students appreciate the relevance of the content by connecting it to real world contexts
- Display enthusiasm for their content
- Teach for mastery rather than coverage
- Re-evaluate and revise plans from hour to hour, day to day, and year to year based on individual student strengths and weak-nesses
- Can explain/justify all instructional decisions based on knowledge of students, knowledge of content, and on short and long term goals
- Have a large repertoire of strategies and choose from them as appropriate for the students they teach
- Create lessons that are student-centered, steeply based in content, exciting, chal-lenging, stimulating, innovative, based on current research and best practice, develop-mentally appropriate, enhanced with appro-priate technology, Inquiry-based, and fun

Teachers are responsible for managing and monitoring student learning. In English language education, the task of managing and monitoring student learning is a constant and continuous process. Yet, for this process to be effective, teachers need to be clear in their ex-pectations, and communication. As a result, on the first day of school, first class, students need to know that in order to be an active participant in class they have to adhere to four rules at all times. I call these my classroom "Rules for Life." They are:

"In English language education, the task of managing and monitoring student learning is a constant and continuous process. Yet, for this process to be effective, teachers need to be clear in their expectations, and communication."

A. Respect: My students know from day one that they need to respectful of themselves, each other and of the teacher.

B. Responsibility: My students know they have to be responsible; do what they are asked to do when they are asked to do it.

C. Cooperation: My students know they have to be cooperative at all times. They do not have to like each other, but they do have to get along. And yes, there is a difference. As an educator, I recognize that they might not always get along or like each other; that they may have fall outs or disagreements from time to time, but that does not excuse them from doing their work, meeting their deadlines or not cooperating with one another. And here is why…today more than ever, companies, especially Fortune 500 companies, depend upon the ability of their work force to work well together from the research and planning stages through to the final phases of a project. As a result, a great deal of my classes are cooperatively based with the course itself built upon cooperatively learning exercises, problem based learning activities or group pre-sentations.

D. Effort: And finally, my students know that effort is everything! As a matter of fact, in all of my years as a teacher, not one of my students failed a course – when they gave their best effort! It is my belief that one does not fail if eventually they succeed.

In English language education, the task of managing and monitoring student learning is a constant and continuous process. Yet, for this process to be effective, teachers need to be clear in their expectations, and communication.

In your first year of teaching English Language Learners, keep in mind that effective teachers:

- Encourage critical thinking, lifelong learn-ing, creativity and risk-taking through the establishment of a positive, supportive, nurturing and challenging environment

- View all instruction as assessment
- Employ a variety of assessment methods (student work samples, anecdotal records, portfolios, tests, etc.)
- Base all instruction on the results of assessments (formal and informal)
- Provide students with clear assignments and assessment rubrics
- Provide appropriate, timely, and constructive feedback to students
- Teach the whole child (academic, social, emotional, physical)
- Engage students in, and encourage students to take responsibility for, their own learning
- Implement effective classroom management strategies
- Manage time and resources effectively

Teachers think systematically about their practice and learn from experience. Many of today's educational reform efforts came from industry and the health care reform initiatives of the 1990s. NCLB and the Re-Authorization of IDEA reflect a growing trend for standards, accountability and a need to think systematically about praxis. What is important to keep in mind is the fact that health care reform efforts focused its energies on nursing. The rationale was simple. At the heart of health care reform is the nurse, who provides direct care to the patient and is probably the single most important individual in making sure someone who is sick gets better. The same holds true in education reform. The teacher is the single most important person in making sure improving teaching and learning becomes a reality (Haughey, 2006).

So, what makes teaching and learning effective? The teacher who stands side-by-side with the student as a guide through the learning process; the educator, who needs to let the students know on day one who they are a professional and what they are all about… The educator, who clearly explains what they stand for and what they do not stand for!

As an educator with nineteen years of experience, I am in awe as to how much I work at conducting myself as a surrogate parent, counselor, disciplinarian, coach, study hall proctor, and oh yeah, a teacher - to so many young people within our school system. To be brutally honest about any hope we have to be effective in identifying and then meeting students needs and opportunities to learn; teaching and learning

effectively requires a team approach, a collaborative approach on the part of everyone – working together.

In your first year of teaching English language Learners, keep in mind that effective teachers:

- Constantly reflect on their practice and make adjustments as appropriate
- Welcome/invite constructive criticism and are energized by their perceived "failures."
- Strive to strengthen their practice by engaging in life-long learning
- Continuously work collaboratively with everyone involved in your school for it to become a true place of learning.

Teachers are members of learning communities. In your first year of teaching English Language Learners, your classroom is a home away from home, a safe place designed to promote learning, for you and your students. Thus, it is essential that you become familiar with the community as a whole to reflect its values. According to Jack Warner and Clyde Bryan (1995), your feel for the community will become invaluable as you establish rapport with your students, their parents/family members, and the staff of your new school. The goal is to have your classroom become a reflection of the school, and the school a reflection of the community-at-large.

Becoming a true learning community requires everyone thinking systematically and reflectively - about teaching and learning praxis as a means of promoting student learning. In English language education, teachers are the single most important people in making sure students are successful in learning and in their communities. As a result, in your first year of teaching English Language Learners, keep in mind that effective teachers:

- Advocate for students in the school and community as collaborators, mentors, learners, leaders, trainers, and partners
- Advocate for the profession
- Serve as proactive leaders in educational change
- Seek to learn from students, parents, peers, colleagues and the community
- Seek learning opportunities that extend beyond their content area or areas of personal interest in order to better serve their students

- Develop strong partnerships with families through consistent and constant two-way communication
- Participate in professional organizations
- Participate in continuing education
- Work collaboratively for the benefit of all students in the school

In conclusion, effective teachers in English language education are committed; know their subject matter and how to teach it; are responsive; think systematically about their practice and learn from experience; and are contributors to the learning community to which they are a part of… Effective teachers recognize the complexity of their chosen profession. They work diligently to communicate clearly. And finally, the most important of all criteria, effective teachers serve the public - peers, families, the community-at-large and the students - conscientiously (Stronge, 2002). ⓘ

Paul S. Haughey, Ed.D. is the Director of Pupil Personnel Services for Uxbridge Public Schools in Uxbridge, Massachusetts. He is an active member of numerous educational improvement associations including but not limited to ASCD, MASCD, MATSOL, MELLC, CEC, and CASE. Additionally, he is a Visiting Professor of Special Education at Framingham State College in Framingham, Massachusetts and Simmons College in Boston, Massachusetts. Dr. Haughey may be reached at: phaughey@uxbridge.k12.ma.us

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Now is the Time for Action!
by Kara Mitchell

From our efforts at the MATSOL Conference in May, we successfully sent over 700 postcards to legislative offices and other public officials expressing our concern about the state of education for English language learners (ELLs) in Massachusetts and our support of House Bill 486 (http://www.mass.gov/legis/hbillsrch.htm). Our voice has been heard! The Board of Education has appointed an ELL Subcommittee to write policy recommendations for the Proficiency Gap Committee report that will hopefully impact Board policy and several MATSOL members are serving on that subcommittee. Also, the Joint Committee on Education is having a hearing on House Bill 486 on October 6, 2009 at 1pm. So now is the time for action to get this bill reported favorably out of committee and eventually passed! Depending on when you are reading this issue of Currents, there are different steps of action you can take. If you are reading this information before October 6th, please read the "Before" section. If you are reading this information on or near October 6th, please read the "During" section. And if you are reading this information after October 6th, please read the "After" section.

Before October 6th
What you can do:
- Contact your Senator and Representative - This is probably the most important action you can take. We have learned in our recent advocacy that the constituent is incredibly powerful at the state house. So please, contact your senator and representative for both your place of residence and where you teach and share with them your concerns and experiences working with ELLs in MA. Visit the Advocacy Committee section of the MATSOL website (http://www.matsol.org) for more information and documents to support your efforts. On the website you will find a factsheet about ELLs that you can share with your legislators and some suggestions on how to prepare for a conversation by either writing an email or letter or setting up an in-person meeting. Be sure to make your legislators aware of House Bill 486, the hearing on October 6th, and why it is so important to support and pass this legislation. Use this also as an opportunity

to develop a lasting line of communication between you and your legislators. Maybe this will lead to visits to your classroom, opportunities for you to take your students to the State House, etc. Staying in connection with your legislators and becoming a resource on issues related to the education of ELLs is the most important thing you can do.

- Prepare a Testimony for the Hearing – We need as many testimonies in support of House Bill 486 as possible. Ideally, many of these will be presented in person at the October 6th hearing. However, written testimonies may be submitted and will be read by the education committee and are therefore just as powerful. If you are planning to present a testimony orally, it needs to be less than three minutes long as you will be cut off at that point. Your written testimony may be longer. A quality testimony focuses on what your experiences and concerns are. You can follow the suggestions on the MATSOL website in the Advocacy Committee section (http://www.matsol.org) for preparing for a conversation with legislators to help you think about what the content of your testimony may be. Please contact Kara Mitchell at advocacy@matsol.org if you are planning to participate in submitting either a written or oral testimony or if you have any questions or concerns.

- Recruit - Are there people you know who are also concerned about these issues? How can you get them involved? Would they be willing to contact their representatives? Would you be willing to go as a group to such meetings? Would you be able to get a group of parents or students to participate at the hearing?

- Attend the Hearing – Even if you have not prepared a testimony to submit at the hearing, your presence is important. Please come to the State House on October 6th at 1pm to attend the Joint Committee on Education's hearing and show your support for quality education for English language learners in Massachusetts.

During or Near October 6th

- Contact your Senator and Representative – Please make a quick call and encourage your senator and representative to attend the hearing on House Bill 486 on October 6th at 1pm. Please also ask them to ask the Joint Committee on Education to report the bill out favorably and to pass the bill once it is out of committee.

- Attend the Hearing – Please bring yourself and anyone one else you know who is concerned about the education of ELLs in MA to the hearing to show a physical presence of support for House Bill 486.

After October 6th

- Contact your Senator and Representative – Following the directions on the MASTOL website in the Advocacy Committee section (http://www.matsol.org), set up a meeting with your senator and representative and share with them your concerns and experiences teaching ELLs in MA. Work to build a lasting line of communication and encourage your legislators to support and pass House Bill 486.

- Attend Advocacy Committee Meetings – Join the Advocacy Committee on the MATSOL website (http://www.matsol.org) to stay informed of upcoming meetings for future advocacy efforts. We will be working in these meetings to organize our efforts across the Commonwealth and will need leadership and initiative to move our efforts forward.

A constant source of information about how you may become involved in advocacy efforts and what those advocacy efforts are is the Advocacy Committee Section of the MATSOL website. Please visit it regularly for the latest information and please come get involved! ⓜ

Picture Resources
by Susan Addis

A good collection of pictures is invaluable to a language teacher. There are some excellent collections available commercially, but they are very expensive. I used to rely on cutting pictures out of magazines. Now, I use the Internet where I can find images far more quickly that I could, in the past, of just what I need. I find that the internet is far more versatile than are printed images.

Obviously, there is no shortage of images online, but many are subject to copyright. Fortunately, there are a lot of generous people who share their internet images at no charge so long as they are used for non-commercial purposes. In other words, you may freely use them for your classroom, but you may not make money from any materials you create using them!

These sites are great resources! I have found clipart, photographs, ready-made flashcards, worksheets, games, and PowerPoint presentations! I use some of the images (especially the photographs) on my computer and print others. This, of course, is not free – especially if I make flashcards or game cards with good quality card stock and a color printer and then laminate the cards. However, it is still cheaper than buying commercially available flashcards and I can customize my efforts for my students' needs.

I usually buy 110 lb weight card stock for my printed cards. I have bought 65 lb weight and found that it felt too flimsy. Smaller clipart images print quite nicely on business cards. I use the appropriate template in Microsoft Word, and simply copy and paste the images onto it. I can add text too!. The perforated paper allows for identically sized cards which makes them nicer and easier to handle. (Somehow they never come out that way when I use the paper cutter!) Lamination obviously makes the cards last longer, but the static created by the plastic can make the cards stick together which is not so good for game playing. If you choose to laminate the business cards, you have to make sure to leave a border of the lamination plastic around the edge of the card. Because the cards are so small and can have a tendency to curl, the plastic will peel off if you don't – taking the picture with it!

With both the card stock and the business cards, thinner quality materials may not work well for certain activities. The image may show through from the 'wrong' side. Better to invest in the heavier-weight card in the first place! On one of the sites, listed at the bottom of this article, the author provides cards that have a printed back – the idea is that you use a scissors to cut the front and back of the card and then fold, glue, or laminate it.

The following are some of the sites that I use.

English Raven
http://www.englishraven.com/download_resources.html
This site has a very wide-ranging selection of useful images. Many of them are in color. If you don't have access to a color printer, many of the images will lose their impact. The A4 flashcards will fit on US letter paper if you "shrink to fit" the page when you print.

ESL Flashcards
http://www.eslflashcards.com
This site currently has almost 1,000 free flash cards organized into sets by topic. There is a useful preview of each picture on the website. Every set of flashcards comes in color and three different sizes to make teaching easier. The large set is useful for vocabulary presentation and the medium set is good for teaching small groups of students and playing language learning games. The small sets are great for games such as Go Fish. Some of the seasonal sets have games and activity worksheets to go with them. These games and worksheets are NOT free.

Clipart collection for FL instruction
http://tell.fll.purdue.edu/JapanProj/FLClipart/default.html
This is a collection of clip art (simple line-drawings) specifically for foreign language instructors. The drawings are designed to be culturally and linguistically neutral as much as possible. With no color, these photocopy beautifully.

MES English
http://www.mes-english.com/flashcards.php
Each card set contains a set of large flash cards for introduction and drilling purposes (one card per sheet - you can choose B4, A4, B5 etc. when printing,) a set of small flash cards for games, 12 different bingo cards, a handout for students and PowerPoint flashcards. There are some multilingual handouts in French, German, Spanish, Japanese, Italian, Russian, and Portuguese.

Lanternfish (formerly Bogglesworld ESL)
http://bogglesworldesl.com/cards.htm
A site with many, many flashcards. The flashcards have text on them and do not come in a variety of sizes. There are usually four, very colorful, pictures that can be copied to a US letter-sized page. These pictures look best when printed in color. There are some unusual sets of

cards such as, for teaching about the food chain or animal behavior for example that use (and explain) the words like omnivore, carnivore, herbivore, nocturnal, diurnal and more. There are links to worksheets in MSWord format to accompany many of the sets of cards. There are suggestions for games you can play with the cards.

Microsoft's Design Gallery
http://office.microsoft.com/en-us/clipart/default.aspx
When you can't find the clipart that you want in Microsoft Office, clicking on the button that offers the option to search online will bring you to this site. You can copy and paste pictures and photos from this site, or you can download them and add them to the clipart gallery in your copy of MSOffice. There are small animations available that work well in PowerPoint. If you want to add the artwork from this site to your copy of MSOffice, check off the things you want (up to 60 items at a time) and then download them. Occasionally, I have found that the downloaded package is not named correctly. It should have .cil at the end of the filename – if it doesn't, you can simply rename it. Once it's downloaded and you've changed the name if necessary, double-clicking the file to 'open' it will start your Clip Art Gallery and the images should be imported automatically.
If you add clipart to the ClipArt Gallery you should make sure to back it up just as you would any other important files.

The Stock Exchange
http://www.sxc.hu
This is a stock photography site. You have to sign up as a member in order to be able to use it, but membership is free. The site has a 'premium' version too, that is not free but I have never found a need to use it. The site has a very large collection of photographs from all over the world. The collection is searchable by keywords. You can download the .jpg images to your own computer.

Once you have downloaded the images from the various sites, it is important to have a way to organize them because they are of no use if you can't find the pictures you want when you need them! Given that I never print them, the photos from Stock Exchange are the easiest to organize. I keep them all in iPhoto which came at no extra cost with my Mac, but on a PC you could use the free software Picasa: http://picasa.google.com

I name the images so that I can search for them by name, and I organize them into folders. One image can be in more than one folder. A photo of an apple might be in three folders for example – 'Food', 'A' (for things that start with that letter), and 'Colors'. Once your pictures are organized, you can create a slideshow in iPhoto or Picasa or you can copy the pictures into presentation software such as Keynote or PowerPoint. Also, you can add text too if you want.

I organize the additional pictures and images by topic in a series of folders in my computer. If a particular set of cards seems to fit more than one topic, I can make an alias or shortcut to it so that it appears in both folders without actually taking up extra hard drive space. Any Powerpoint files or Word documents can be filed in the relevant folders too.

As for organizing the printed materials, there are obviously many ways to do this – in folders in a filing cabinet, in labeled envelopes, in pockets in a 3-ring binder . . . whatever suits you best!

Susan Addis has been the district English as a Second Language teacher for Gateway Regional School District in Western Massachusetts, a low-incidence ELL district, since September 2006.

What We'd Like Reading Educators To Know
A Letter from ELL Educators
by Lori DiGisi, Paul Abraham, Michelle daCosta, Megan Quinlan, Katy Frost, & Lilia I. Bartolomé

"Caminante, no hay camino, se hace camino al andar. (Traveler, there are no roads. The road is created as we walk it.)"
Antonio Machado, cited in Bartolomé, 1994.

Dear Reading Educators,
It is my pleasure to introduce this letter to you. As the Chair of the MRA ELL AdHoc Committee, I am privileged to work with a diverse group of educators committed to instructing and improving the instruction of English Language Learners [ELLs] in our public schools. According to data from the Department of Elementary and Secondary Education Student Information System (SIMS)[1], nearly 960,000 students enrolled in the Com-

monwealth's public schools during the 2008-09 school year, and of those enrolled, approximately 57,000 (about 6%) are classified as limited English proficient (LEP) students.

SIMS data further shows that, during the 2008-2009 school year, 81% of LEP students are reported by their district as enrolled in an Sheltered English Immersion (SEI) program; 5% of LEP students are reported as enrolled in a two-way or "other" program; 3% of LEP students are reported by districts as enrolled in no program; and 11% of LEP students are reported as having "opted out" of receiving any English language instructional program. According to the SIMS data on the first language of LEP students: 54% are Spanish speakers, 8% speak Portuguese, 4% Haitian Creole, 4% Khmer, 4% Vietnamese and 26% of the LEP student population were reported as "other" with regard to first language.

But, who are these children? How do they communicate within our classrooms? What literacy strengths do they bring from their first language? What literacy needs do they have? And, most important, how do we provide literacy instruction to students whose first language is not English? In other words, how do we create the educational roads that will support the literacy development of second language learners? In this letter, experts in instructing ELLs at the elementary, middle, high school and college/university level, share some advice based on their research and experience instructing English language learners and the educators who teach them.

Paul Abraham, Professor of Education, and Director of the Master of Arts in Teaching ESL Program at Simmons College, works with college and graduate students who will become teachers of second language learners. For these student-teachers, the educational road consists of learning how second language learners acquire language and how to support second language development. Dr. Abraham gives us three important areas to consider when teaching literacy skills to ELLs:

- Make oral language development an integral part of instruction, since oral language is the foundation of early literacy. Native English speaking children know between 5,000 and 7,000 words when they enter school. The oral language of ESL students varies greatly, but usually tends to be limited. Even high school students may need some explicit oral instruction in English sounds through rhyming and syllable games.
- Learn about the potential interference of sound/symbol correspondence from the reader's first language. Learners rely on what they know. ESL learners (children and adults) rely on the knowledge of sounds in their first language when decoding text in English. Therefore, they may have phonological influence from their first language that can be detected in miscue analysis. Teachers need to be aware of key sound differences between a reader's first language and English, with special attention to the vowels. For example, Alejandra Rodriguez-Galindo (2006) reports that the following English sounds do not exist in these languages:
  Chinese: b, ch, d, dg, g, oa, sh
  Greek: aw, ee, i, oo, schwa
  Japanese: dg, f, I, th, th, oo, v, schwa
- Keep vocabulary development broad and full. Remember, even common words, known to all native-speaking children (e.g., whale, jump, whistle) may be completely new to English language learners. Since native English speakers arrive at school with 5,000-7,000 words and learn at least 3,000-5,000 words per academic year, ESL students find it extremely challenging to catch up.

Michelle da Costa, a Framingham elementary bilingual resource teacher, works with students and teachers in bilingual programs and sheltered English programs in Framingham. She helps elementary teachers create educational roads that promote language and literacy acquisition through reading and writing. As a witness to many students who come to our classrooms from other countries, Michelle advises us to:

- Recognize that there are many cultures where books and newspapers are very expensive, so students may not have grown up in a culture as print rich as the United

States. Students need to get excited about reading through experiencing books that they connect to through common human experiences and that engage them intellectually.

- Talk about reading to promote comprehension and allow students to talk, noting that the story structure of some languages is different than English, so if a student appears to be off topic, they may just be using a different conversational structure.
- Get to know your students' histories, interests, and perspectives through oral discussion. Find out how stories are told in a student's family and culture.
- Allow students to listen to books on tape or CD to give them a break from decoding and let them hear the sounds of fluent English. Some students may even enjoy listening to stories multiple times.
- Repeat stories from earlier grade levels that are commonly referenced in our American culture. It is possible students have heard different forms of these stories or have never been exposed to them.
- Connect nonfiction and fiction thematically for deeper vocabulary development and to allow students multiple opportunities to acquire the language related to that theme. Reading three to five books about a topic gives students opportunities to develop their language and pay attention to content, language, and grammatical structures.

Megan Quinlan, a Framingham middle school ESL teacher and curriculum resource specialist, works with students in a sheltered English program and supports the literacy instruction of teenagers who are newcomers to the United States public school systems. She creates roads to literacy for middle school students who have a wide variety of educational, cultural, and language experiences. She advises us:

- Adolescents love to socialize and English language learners are no exception. Don't be fooled by the conversational skills of the English language learners in your classroom. Students who are able to converse like their peers, may not yet have acquired the academic vocabulary to read grade level texts or to understand content specific and academic language used in middle and high school classrooms (Cummins, 1981).
- It is worth the time it takes to identify a

student's reading level in English and their literacy practices in their native language? Has the student had formal schooling in their native language commensurate with their level in your school? Does the student read and write in their native language? Advanced academic instruction in a student's first language facilitates a student's ability to use learning strategies in English. Understanding of academic concepts in a student's first language makes it easier for students to learn the English words for concepts they already know.

- Provide extensive opportunities for students to read texts at their independent reading level, while honoring their age and interests. This allows students to build fluency and background knowledge and decreases frustration. Remember, students may not be familiar with cultural references and idioms, so practice with books that students have experienced in earlier grades, but which discuss age appropriate topics support adolescent English language learners' motivation to read and build their American cultural literacy.
- Provide many opportunities for students to practice reading with fluency and expression. Reader's Theatre capitalizes on adolescents' love of drama and socializing while providing opportunities for students to practice saying English words aloud and with proper phrasing and intonation.

Katy Frost, a Brookline High School ESL teacher, works with students who are mastering sophisticated content while they are learning English. With visuals, authentic experiences, systematic instruction, and rigorous content, Katy creates roads to high school graduation and higher education for her students. She advises us:

- ELLs need visual representations of word and concept meanings. In high school, academic language becomes more abstract and students need to do more than label words to derive meaning. They need to unpack a word to understand its multiple meanings and uses through pictures, examples, references, and opportunities to use the word in multiple contexts.
- When ELLs enter the high school classroom, they bring with them a wealth of experience and knowledge that teachers can

capitalize on by asking students about connections that they bring to a topic. When a student associates a new concept with something they have previously experienced in their homeland or native language, they become engaged in learning about that topic. Students may actually know more about a topic than their peers but may not yet have all the language they need to express their understanding.

- Be aware, that there are functional words that native English speakers use when giving directions that differ when translated to another language. For example, in English, we differentiate compare from contrast and anticipate two different types of information – one that describes similarities, and one that describes differences. However, many students understand compare as an action which yields both similarities and differences, and contrast is not even recognized as a classroom word.
- Most important, teachers need to preview texts that they expect ELLs to read so they can identify pitfalls before they happen. For example, if you notice several idiomatic expressions in one article (e.g., It's raining cats and dogs), use them as an opportunity to teach idioms in context, while simultaneously eliminating barriers that prevent Ell's from understanding content.

Finally, an essential part of creating roads to educational success in the United States involves assessing what students know and can do in their first language and English, and measuring their English language learning. Lilia Bartolomé, in her Harvard Education Review 1994 article, discussed the need to create a road in the assessment of ELLs that includes both standardized and observational data. Bartolomé maintains that standard curriculum teachers may not be familiar with their ELL students' cultural and linguistic strengths since their focus, as teachers, is on developing and assessing the students' English language proficiency development. In this situation, it understandable that teachers would focus on the English language skills that ELL students do not yet possess. It is important for teachers to keep in mind that ELLs do possess many linguistic and academic strengths that may not show up under conventional assessment situations. For example, Bartolomé describes a special educator who, despite good intentions, initially held an incom-

plete view of ELLs because she relied solely on English language, close-ended assessments that, unfortunately, only told half of the story about this student. However by observing the student across a variety of school contexts, examining past evaluations conducted in Spanish, the student's native language, and by informally interviewing the students, the teacher discovered the children's many academic, linguistic, and social strengths. Through observing the child in formal and informal settings and allowing him to also display his literacy skills in open-ended measures, she was able to construct a thorough and accurate profile of this student's language and literacy. Bartolomé advises us that when we assess the literacy development of an English language learner, we need to:

- Observe the child in formal and informal settings to determine how comfortable the student is speaking, reading, and writing in their native language and English.
- Allow students to write and read aloud entire texts that are meaningful to him or her, such as poems and stories about family, culture, traditions (as both an instructional strategy and a strategy for assisting the teacher in better understanding the student).
- Engage the child in think-alouds during reading assessments to determine how the child is interpreting English, what types of connections he or she is making, and how the child uses his or her first and second language to make meaning. (Bartolomé, 1994)

Bartolomé concludes her article by reminding teachers of their responsibility to both learn about their ELL students and utilize this information in their teaching and to also serve as cultural mediators so as to additively apprentice students into school culture and skills.

Together, these educators have shared their expertise on what it takes to meet ELLs where they are linguistically and to instruct them in English literacy skills. They write these letters as one educator to another, so that reading educators can gain a deeper understanding of how to design the best literacy instruction for the LEP students they meet and will get to know in our Massachusetts classrooms. The Antonio Machado quote that Lilia uses in her article is a well-known poem in Latin America and that was originally cited in the US by author, Donaldo

Macedo (1993, p.8). Macedo utilizes the road metaphor to remind teachers to look beyond their current practices and to create a new pedagogical road where educators from several disciplines walk and teach together. This letter begins to build that road by starting a dialogue between language educators and reading educators. Together, we can remove roadblocks and create literacy journeys for second language learners that honor the gifts of their native language and create smoother paths to their English literacy development and academic success.

Sincerely,
The MRA ELL Ad Hoc Committee, 2008-2009

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Making Peace with the Data Debate
by Erin Lenski

In most schools around the United States today, we find that data is at the helm of the ship, driving our practices and initiatives. Our middle school has found a way to make peace with the data debate while at the same time provide quality programming for our English Language learners.

Our middle school is nestled in the hills of western Massachusetts. Although it is one of the more populous urban districts, it is still of relatively low incidence regarding our ELL population. As our 2008 school year commenced, we were bombarded with graphs, spread sheets and, of course, the ever- present MCAS data. Having not made AYP in years past, there was increased pressure to ramp up our strategies and dive into the data. We looked at our sub groups and analyzed each student intensely to identify how and where we could collectively plug in strategies designed to move them into the next highest proficiency category. Teaching teams labored for months, analyzing, applying and reforming their approach.

With my district coordinator, I developed an after school program that would address the specific needs of our school's English language learners. As an ESL teacher, the coordinator and I used MCAS data to aid in the placement of our students into the after school program and to create classes that were akin to their unique needs. The classes were based on the areas that were found to be most in need of remediation. The following areas emerged: intensive English language development for our beginning level students, focusing on language acquisition, tier 1 and 2 vocabulary development and reading fluency. An English language arts enrichment class was created for students at or above the intermediate proficiency level. It focused on MCAS specific vocabulary and a program called Spellography -whereby students experienced a word in many forms. Finally, we implemented a math session for our ELL students. The math teacher worked to connect the content representing a preview/review model as well as on developing an understanding of math concepts and MCAS vocabulary.

The students voluntarily participated in this program for eight months, twice weekly. Celebrat-

ing their successes and bringing parents into the program to encourage their children's progress was another important component toward achieving maximum results.

The results were staggering. Revisiting the data from our original analysis and comparing it to the results after students participated in the new program, we found the following; in math LEP students gained 31.4 points, moving from 36.1 to 67.5 CPI points. The performance of the LEP subgroup more than doubled for grades 6 and 7. They experienced a 47.4 point increase in grade 6, which was FIVE TIMES THEIR GAIN TARGET, and a 39.3 point increase in grade 7, almost four times their gain target.

In ELA, the gains were more modest but still significant. Over all, the CPI of the LEP subgroup increased 19.9 points. The highest gains were found in grades 6 and 7. Needless to say we made our AYP this year!

Certainly we have work to do to exceed our last year's gains and the data will once again help guide us. It is worth noting that students can succeed and overcome barriers that would otherwise prevent them from meeting standardized testing goals. It takes the dedication of staff, solid data analysis and the ability to "think outside the box", and commitment to serving our students and families.

I am a third year ESL teacher from western Mass. I teach a diverse group of 6,7 and 8th graders representing continents around the world. We work to build community and academic excellence at our district, school and ESL program.

2009 MATSOL Conference
More Workshop Highlights
by Malinda Pires

I attended many interesting workshops at the 2009 MATSOL conference. Two, in particular, stood out and made it possible for me to go back to my classroom and implement new strategies. These two included ELLs and the Biology MCAS and Bookbinding for ELLS. At ELLs and the Biology MCAS I learned many ideas to assist my students. I went to this workshop because the students must pass this test or one of the other science subject tests to graduate from high school. This workshop confirmed many of the ideas that I already had which made me feel that I am preparing my students well. For instance, I create worksheets that include questions from past MCAS tests that relate to topics that we are studying. I use these worksheets in two ways; as a homework assignment or as a group activity in which the students practice selecting the key words and identifying the question being asked.

Even though I am already doing a good job preparing my students for the MCAS there is always room for improvement. One of the key strategies that Mary Mitchell suggested was to work with prefixes, suffixes and root words. I had done this to the extent that was suggested at the conference. I am particularly excited about the web resources that Mitchell included in her handout. I printed a comprehensive list called Scientific Root Words, Prefixes, and Suffixes (http://www.jdenuno.com/PDFfiles/RootWords.pdf.) and used it to identify the root words, prefixes, and suffixes that relate to the human body systems. As I covered each topic, I stressed the meanings of each and had the students break down the words in their notes.

At Bookbinding for ELLS, I learned many bookbinding techniques that can be easily implemented into hands-on, interesting learning tools. The technique that I applied is called the MAZE BOOK. I used a 17" by 11" sheet of paper to create books that ended up with 8. 6" by 4" pages. Each student made their own book in class. The students had to research some aspect of the human body to fill the pages of their book. Each page had to include one picture and a complex sentence to describe it. Of course, I created a rubric for grading the book leaving the parameters open to allow the students room for creativity and a chance to pursue something

about the human body that sparked their interests.

I work for Lowell Public Schools in Massachusetts, specifically at Lowell High School located in the city's downtown. Lowell has an an extremely high population of ELL students. The school offers sheltered instruction classes for several of the content classes. I teach a sheltered Biology class in which every student is an ELL and their English proficiency levels are from newcomer to advanced. The course was designed for tenth graders. Occasionally there are repeaters, freshmen, juniors, and seniors taking the class.

The Lowell High School Scope & Sequence for Biology focuses on human body systems in the fourth quarter. Both techniques pointed out above will be used throughout the entire quarter to help students to learn about their bodies. Prefixes, suffixes, and roots will be pointed out for each body system. For example, when I cover the cardiovascular system I will take the word cardiovascular and break it down into its component parts and provide definitions for each part. Then I will have the students come up with other words containing the different key parts to make connections. The bookbinding technique that I learned turned into a great idea for an interesting semester end project on the body that I counted as a test grade.

ELLs are striving to catch up to mainstream students in their comprehension of vocabulary so pointing out prefixes, suffixes and roots is extremely important. When the student comes across a new word with a prefix they understand, it allows them to predict the meaning of the new word. I will not know the MCAS results until September but I feel that pushing prefixes, suffixes and roots really helped. Many students came to me feeling confident that they did well on the test despite how difficult it was.

I loved the maze books. It is a great way for ELLs to demonstrate their knowledge at any English level ability. More advanced students wrote multiple, longer, and more involved sentences. More basic students wrote only one sentence but it matched the picture being described. I love how each book is unique proving they did their own work.

I plan to give the students the comprehensive list of Scientific Root Words, Prefixes, and Suffixes at the beginning of the year. I will require the students to memorize the most important items on the list and give weekly quizzes from it. I also found a great worksheet to help the students practice using the information to define commonly seen biology words at http://www.african-greyparrott.com/bioskillwsprefixsuffix.pdf. As the year progresses, I plan to refer to these sheets whenever we come across a new word. I also plan to include specific test questions related to prefixes, suffixes, and roots.

I also need to make the book requirement more concrete. I plan to have the students sign-up for specific topics. This will help make sure the entire body is covered. It will also eliminate the situation of many students doing the same topic (lots were interested in studying the heart). I also plan to save books each year to have many samples for students to view prior to creating their own projects. ⓝ

Using Technology to Increase the Language Skills of English Language Learners
by Anne C. Consoletti Schultz
September 8, 2009

Many changes have arisen for English Language Learners (ELLs), their teachers, and their parents since the amendment of the Transitional Bilingual Education statute, G.L. c. 71A, and Chapter 386 of the Acts of 2002 (known as "Question 2") passed in Massachusetts on December 5, 2002, dissipating most native language teaching in Massachusetts and encouraging minimal time in an English language acquisition classroom. Since then, confusion and concerns about how to best serve ELLs without the use of their native languages continue to evolve in classrooms across Massachusetts. I believe cities and towns across the United States have taken significant steps in addressing the exceptional needs of ELLs and their families, yet the achievement gap between ELLs and their English speaking counterparts continues to widen, and exhaustive changes in the way we teach ELLs are essential if we expect them to be successful.

During my 18 years as an ELL teacher in Waltham, Massachusetts, and as the current Grade 6 Structured English Immersion (SEI) teacher at the Kennedy Middle School, I have

become increasingly determined to allow ELLs the same opportunities and access to the curriculum as students in mainstream classrooms. I must utilize all possible resources, then redesign and adjust them to fit the unique needs of the individual English Language Learner. Fortunately, Waltham's brand new elementary schools are equipped with some newer technology that assists me in teaching the English language and the content necessary for ELLs to participate successfully in a mainstream classroom.
As an ELL teacher with a passion for both teaching English to students of other languages and using technology, I'm excited to highlight some appropriate and worthwhile strategies for infusing content and technology and assisting teachers in their quest to improve student learning.

Differentiating instruction in any classroom requires exhaustive planning and research on the part of the teacher. In an ELL classroom, that challenge is even greater. Teachers need to determine unique ways to make students feel comfortable within a new culture and in using a new language so that they can become successful learners in the mainstream classroom. Over recent years, technology use and, in particular, computer related tasks, is a common high-interest area among my English Language Learners. More recently, a new challenge for teachers is in determining what technology standards are aligned with the English Language Proficiency Benchmarks and Outcomes in Massachusetts [ELPBO], and how to measure those standards in terms of listening, speaking, reading, and writing in the ELL classroom.

In thinking about the implications of ELLs and technology, the No Child Left Behind Act (2002) vies that the responsibility of teaching ELLs is no longer the sole responsibility of the ELL teacher- closing the achievement gap is a shared responsibility. With this in mind, all teachers now face the difficult task of meeting the English language learning and content standards that will contribute to the success of all students in their classrooms. There is a growing list of effective technology uses and ELL strategies for English Immersion teachers as well as for mainstream teachers with transitioning ELLs in their classrooms. There are some valuable strategies in using technology in the classroom and opportunities for differentiated instruction for all students, regardless of their language

background. Empowering students with opportunities to use technology to improve their skills can lead to higher achievement as well as development of the English Language.

In much of the literature available about how best to serve English Language Learners (ELLs) in schools across the United States, some common themes prevail: ELLs best acquire English when they are motivated by language rich environments and a wide selection of teaching/learning strategies (Peregoy & Boyle, 2005), when emotional obstacles to learning English are limited and learners they feel comfortable engaging in learning (Scarcella, 1990), and when they are provided with comprehensible input, or material that is at or just above their level of learning (Krashen, 1995). Krashen (as cited in Scarcella), proposed that a Socio-Affective Filter represents a language learner's attitudes, beliefs and motivation, and that learners remain "open" or "closed" to that input depending on how closely the learners can relate to the lifestyles of the target language speakers (p. 57). Further, Peregoy & Boyle (2005) propose that ELLs need explicit instruction regarding socio/affective objectives that affect their interpersonal relationships and cooperative learning strategies that aid in developing their self-esteem and language production.

The Sheltered Instruction Observation Protocol, or SIOP, (Eschevarria, Vogt, & Short, 2004) provided the model on which many SEI teachers base their instruction. SIOP evolved out of a study that examined many district guidelines for educating English Language Learners. The design derived from a need for a comprehensible model of instruction for preparing teachers to work with English Language Learners. Eschevarria et al. (2004) concluded, "in effective SI courses, language and content objectives are systematically woven into the curriculum of one particular subject area" (p.13). The authors acknowledge that because of new laws, like Chapter 71A of the Massachusetts General Laws, districts must allow ELLs the opportunity to engage in the academic content required of all students. ELLs need instruction that integrates content and language objectives while also considering that they "benefit from being socialized into culturally appropriate classroom behaviors and interactional styles". (p. 11). Peregoy & Boyle (2005) agree that in planning instruction for ELLs, educators need to include

social/effective factors that foster the social interaction conducive to both language acquisition and subject matter learning" (p. 81).

Technology use in the classroom may be one way to connect the lifestyles of ELLs and their native English-speaking peers. In addition to reaching the benchmarks provided in the Massachusetts frameworks, a study by Marquez-Chisholm and Beckett (2002) suggested allowing ELLs the opportunity to develop computer and information literacy skills necessary for a technology driven job market. Nickell (as cited in Marquez Chisholm) pointed out this challenge:

Many ELLs are from homes where the income level is at or below the poverty line. There is a 50 percent gap in computer ownership between households earning $14,000 or less and those earning $50,000 or more. Hence many ELLs have no home access to computer technology and schools are their gateway to computer access and computer competency. (p.1)

Efforts to increase home involvement in technology-based learning are on the rise. A project called Developing Immigrant Parents' Computer Learning in Partnership With Students' Learning by Duran and Duran (as cited in Svedkauskaite, Reza-Hernandez, & Clifford, 2003) was designed to work with parents to increase their understanding of the computer as an important tool for learning and to determine ways for parents and children to use and learn about technology together (p.10). Svedkauskaite et al. (2003) also noted a successful effort in El Paso, Texas, where a 1998 Technology Innovation Challenge Grant was awarded to that city by the U.S. Department of Education. The grant is recognized as having helped a large number of ELLs to increase their academic achievement because of instructional changes and the opportunities for academic success that the ELLs were given through the use of technology. Similarly, November (2001) praised another project in Akron, Ohio, where teachers wrote grants and were awarded funds to enable families to connect via cable modem to school resources.

Because many ELLs may have limited access for using technology at home, the use of technology fits well into the schema of sheltered content instruction. Research by Peregoy & Boyle (2000) in second language acquisition suggests that classrooms that contain a variety of language and literacy-rich resources such as libraries with different leveled books, wall dictionaries, computers, writing centers and messages in print promote literacy development in many ways. The authors also contend that a variety of language experiences in and outside of the classroom promote language and literacy development. A study guide published by the Center for Applied Linguistics CAL, 2000) also suggested "by using multiple media in the classroom, teachers reduce the reliance on language and place the information in a context that is more comprehensible to the students" (p. 162). Supporting that study is Krashen's (1995) input hypothesis, revealing that language is acquired by understanding messages. Krashen's studies conclude that methods of teaching language that use comprehensible input, or language that students can understand that is just above their comprehension level, are more effective for language learning.

Black (2005) noted ELLs use of online fanfiction, where students use an interactive web space to create and respond to original literature. Black studied users that meet online to publish, share, and critique each other's texts that stem from popular culture and media such as books, music, and video games. She found school-age children, many who are ELLs, voluntarily engaging in literacy practices that promote communication, writing and identity, key areas for success for ELLs. Likewise, Krashen (1995) stated that when students are exposed to the comprehensible input outside of school, and when they enjoy activities such as what he calls free voluntary reading, reading because you want to, they acquire even more language.

The use of technology outside of the classroom and the integration of technology in the ELL curriculum combines the academic language that Cummins (2002) deems necessary for academic success and Krashen's (1995) comprehensible input theory that builds on student's background knowledge and engages them in learning. The North Central Regional Educational Laboratory, or NCREL, (as cited in Svedkauskaite et al., 2003) has set technology frameworks that help educators to understand learning practices that are critical for using technology effectively in the classroom. The frameworks model a range of technologies and instructional approaches that engage students in experiences with technology and encourage

educators to create valuable and attractive learning experiences for all students, and especially ELLs, who as Krashen (1995), Cummins (2002), and Ovando and Collier (1985) all suggested, need engaging learning experiences.

Since many students worldwide are growing up with digital and interactive media technologies as an integral part of their lives, many teachers are reviewing the digital literacy skills and activities that are so engaging to today's youth (Black, 2005). Research by Liaw (as cited in Ybarra, 2003) has concluded that using these various technologies as classroom tools can motivate students to improve their language skills and their academic skills necessary for participation in mainstream classrooms. Liaw's study observed students on their types of speech and their quality of talk as they listened to and used computer books. Even students with limited proficiency in English were able to engage in various modes of language functions as they shared a motivational reading activity that proved to be a useful supplement in promoting verbal communication and English Language Acquisition. According to Ybarra (2003), "overall, the study concluded that verbal interaction and the use of a variety of language functions by English language learners can be facilitated by the use of computers" (para. 7). Because many students find computer functions and activities engaging, even students who have little English language proficiency can benefit by using them, because as Krashen (1995) acknowledged, the first language invites comprehensible input and provides background knowledge that allows a student to participate in conversation.

In 1995, Dave Sperling launched a popular web site for his ELLs called Dave's ESL Café (as cited in Long, n.d.). The author commended Mr. Sperling, an ESL teacher who struggled to find motivational tools that engaged his ELLs. After posting pictures, personal essays, and e-mail addresses of his students, Dave's ESL Café began and has become a legendary web based learning tool where ELLs can connect with students around the world. Sperling (as cited in Long) stated that soon after launching the site, his students "were motivated to read, write, and communicate online every day" (para. 1). In 2003, research by Svedkauskaite et al. also contends that this kind of social interaction and communication are especially valuable to ELLs, and by using technology, ELLs "can control

and self-direct their learning and get immediate feedback" (p. 7).

Alan November (2001) proposed that integrating technology is not only about automating, or teaching students how to use computers for the sole purpose of using them. It is about informating, or making information more accessible by empowering students with more knowledge and creating authentic relationships to improve learning. Some research even indicates that language minority students internalize the positive or negative perceptions of them by the mainstream culture, and that can greatly affect their academic performance (Ovando and Collier, 1985). Collier (1985) also alleged that these perceptions create a driving force to empower ELLs by providing them with unique learning opportunities and celebrations of their work that could include technology integration.

In his research in the study of language learning Charles Heinle (1990) concluded: Since it is speech that provides that raw material for a learner in the process of acquisition of his native language, presumably, the learner of a second language must also be exposed to speech (in social and affective situations) if he is ever to exhibit native-like abilities in understanding and producing sentences. (p. 39).

Black's (2005) study of online fanfiction brings us to an understanding of those social and affective situations and "how technology, popular culture, and identity are related to learners' eagerness to read, write, and communicate" and "how the computer can be used as a basis for helping ELLs and struggling writers to develop the sort of literacies, digital and otherwise, that are vital for their success in their academic and work endeavors" (para. 13). Similarly, in his book Empowering Students With Technology, Alan November (2001) has asked educators to question the use of all technologies, not exclusively the computer, as a learning tool. November's focus is on teaching students to be "information and communications literate" rather than "computer literate", and in planning for learning instead of planning for technology (p. 22). His vision is that teachers and families are invested in the process of gaining technology skills, and that we can use technology to not only improve the way we teach, but to implement technology when it really makes a difference in teaching and learning.

While conducting research about technology use at the Northeast Elementary School in Waltham, I found that teacher opinion about using technology to motivate students to learn and practice their English Language skills is invariable. Teachers consider computer literacy to be an important skill for themselves and for ELLs. However, teachers agree that although students get excited about computer-related tasks, in the spirit of Alan November, we must keep them focused on the learning through the technology.

In Waltham, an Instructional Technology Specialist (ITS) often assists SEI teachers and students in the integration of technology with sheltered content materials. ELL students at Northeast School are motivated by technology-integrated activities in the computer lab that help them to practice their English language skills, navigate through the Internet for research purposes, and understand keyboarding and word processing to engage in meaningful tasks that help them to organize and create their work on the computer. Moreover, students are asked to think about their technology use and their teacher's use of different technologies and whether or not they think those technologies are helpful in learning English.

SEI teachers at Northeast School have revealed that using computer programs like Microsoft Word, PowerPoint, and search engines like Google and Dictionary.com expose ELLs to technology at their own pace and prepares them for mainstream classes. They claim that some students have become better writers and speakers through using these tools and that, at the very least, they acquire basic keyboarding and word processing skills.

The third, fourth, and fifth grade ELLs at Northeast school had firm opinions about the use of technology in learning English. Most enjoy but are not partial to computer related tasks to benefit their English language development. They claim that other types of technology, like overhead projectors, television, listening centers, tape recorders, as well as using more than just books, help them to learn English. However, most students agree that computer related tasks aid in the development of their reading, writing, speaking and listening skills, and that teachers should give them more time to use the computer for this reason.

Technology integration helps ELLs in developing English language skills in much of the same way that it may assist native English speakers as technology is integrated into their curriculum. ELLs at Northeast claimed that computer related tasks help them with practicing grammar, vocabulary, and sentence structure, in addition to technology skills. Some students suggest that using computer related tasks in school assists them in practicing reading skills by having to navigate through software programs and websites. What is most valuable is that ELLs use and practice words that they may not otherwise know by asking lots of questions and sharing important information with each other as they engaged in these computer related tasks.

There are countless ways to utilize technology and computer resources to develop reading, writing and math skills in English. Using computers compliments the work of students and helps them to retain more information because they are engaged and invested in computer related tasks. Computers can also supplement lessons by using math games, graphing, webquests, and computer activities like Successmaker, a skill-monitoring program for elementary students. ELLs in my classroom practice reading, writing, and making word associations through software programs like Kidspiration and KidPix, and reading based websites like starfall.com when other classroom resources are not available. Using multiple technologies, like the overhead projector and TV monitor, helps my students to visualize words, Visualizing is especially important for my ELL students.

In conclusion, technology related tasks allow ELLs the opportunity to work at their own skill level and pace. Technology integration allows for the hands-on and individualized instruction that ELLs need. Also, it allows for teachers to easily assess each child's understanding of the language level being used-- ELLs may relate to the meaning of a computer related task, for example, because it is visual. Other technologies, like video and digital cameras, scanners, and DVDs can also be important tools for helping ELLs to access important content material. They can personalize lessons that help students gain more confidence in their English use, particularly in forming and asking questions.

Finally, for ELLs with a genuine interest in technology, the benefits of using multiple forms

of presentation can be overwhelmingly revealed in their work. I am pleased with my students' success using technology for English language development, especially in reading and speaking. When students listen and repeat English from computer programs, it helps them to become more confident as speakers. This is particularly true when they can be assigned a specific task to reflect their skill and English proficiency level, and when they can mix with native English speakers at classroom workstations for better modeling of spoken English. In addition, my students have confidently created presentations and projects through computer related tasks that build their confidence far more than any paper and pencil task would.

Careful planning of technology lessons for ELLs must be included to avoid any unforeseen circumstances that native English speakers or those more computer literate students may take for granted (like clicking arrows to proceed or differentiating between the words "exit" and "close" when ending a program). ELLs need this comprehensible input beforehand to allow them to complete tasks successfully. Teacher training is also essential to manage more complex technology driven tasks.

In sum, here are some strategies that I would like to highlight for ELL teachers who use technology for English language development:

1. Work with ELLs on computer related tasks prior to working in the lab, introducing them to vocabulary necessary in using the technology. Students can be more successful when given visual models of using and applying software and applets before using them.
2. Meet with an Instructional Technology Staff to develop lessons for ELLs, and meet prior to the lesson to maximize learning and time with the technology.
3. Use multiple visual and oral/aural tools when teaching ELLs.
4. Learn from the learner. ELLs and their teachers can discover the intricacies of technology and language together.
5. Use cooperative groupings and pair ELLs with native speakers. ELLs need constant models of authentic English skills.
6. Use more proficient students as helpers in the classroom. They love the authority and the students love the peer support.
7. Encourage all technology use including computer related tasks, overhead projectors, TV monitors, fax machines, telephones, tape recorders, and whisper phones!
8. Get coaching in second language acquisition
9. Use technology. It is an important and necessary tool for learning.

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Waltham's SEI Standards-Based Report Card (Grade 1)

by Nelsey A. Peppler, UMASS Boston
June, 2009

For those of you who were unable to attend the Waltham's presentation on creating an SEI Report Card here is a recap of what was discussed. First there was an introduction by Laurie Zucker Conde - the former director of ELL/FL for Waltham. She spoke about the need to create such a supplement since Waltham was in the process of changing their report card to standards based and that they would obviously be using the national and state standards for ELA. Therefore the SEI students would need a report card supplement rather than just using the monolingual ELA one. This supplement would use the ELPBO and the ELA standards.

Immediately following Dr. Zucker Conde, a computer technician for Waltham demonstrated how the report card was created technologically speaking and how easily a teacher could complete a student's report card on the computer.

It was also shown how easily accessible the report card was from any computer site outside of Waltham.

The final part of the presentation was a discussion on how the SEI report card supplement was created and the steps involved along the way. First, we closely looked at the ELA standards and the standards already created by the monolingual elementary school teachers. We then divided the report card supplement into four domains- lIstening , speaking, reading and writing. Under each domain we created a standard for a beginner, intermediate, advanced intermediate or transitioning level student. The ELA standards were adjusted for the reading and writing elements to what we deemed would be appropriate for an ELL at each grade level. The listening and speaking standards were created using the ELPBO and MELA-O rubrics. Once the standards were created, a template was designed by using the same grading system used on the monolingual report card including meeting the standard, not meeting the standard and so forth.

Once the standards were in place, we then created assessments, rubrics and scoring guides for each standard. For many of the reading and writing standards, we adapted the already in place ELA assessments, scoring guides, and rubrics. The next step was to pilot the report card and the assessments for each grade. Each member of the focus group piloted an assessment in their class. Monthly meetings were held to discuss any necessary changes or questions. Once the assessments, scoring guides, and rubrics were finalized and approved, they were placed on the Waltham shared folder for all SEI staff to access for each grace level.

In conclusion, although the process was challenging at times, there was great satisfaction in seeing the finished product - an SEI Grade I supplement. Although the report card is in place and was used, last year, the report card is continually requiring updates, additions, and deletions. These changes reflect the life of a SEI teacher.

Elementary SIG Update
by Jody Klein

Hello Elementary School teachers and others interested in K-5 programs and issues. As the Elementary SIG representative, I am looking forward to an exciting year at MATSOL. MATSOL's mission is two-fold: "to provide professional development and support to educators of English language learners and to advocate for the educational opportunities and achievement of English language learners and to advocate for their teachers."

The Spring MATSOL conference on Multiple Literacies showcased many workshops geared to professionals working with students at the elementary level. As we move forward towards planning the program calendar for 09-10, it is important to hear from SIG members about particular interests and recommendations for meetings and workshops.

The international TESOL conference is coming to Boston March 25th-28th. There are some exciting pre-conference learning experiences for teachers. For those of you who would like to visit a school from a pool of diverse ESL and bilingual programs in and around Boston, there will be a day of site visits on March 24th. Teachers can choose from twelve different private and public programs that serve children or adults.

Another pre-conference opportunity will be TESOL's Dream Day on March 24th. This is a day dedicated to teachers working with English learners in grades K-12. It's shaping up to be an outstanding day. Dr. Joan Wink, California State University Stanislaus will deliver the morning keynote and Dr. Jim Cummins will deliver the luncheon keynote. Session strands include differentiation; academic language and literacy; best practices; leadership and advocacy; and, hot topics: challenges and successes. Presenters are from the local and national teaching scene. Stay tuned for more conference information.

The plan is to host several elementary SIG meetings throughout the school year. A schedule and locations will be sent to you via email. If you have ideas for meetings or would like to help with the organization, please contact me at matsol.elementary@gmail.com.

Stay on the lookout for strategies of the month in MATSOL's E Bulletin and in the bi-annual MATSOL Currents publication. 🌐

Jody Klein is the Director of the ELL program for Newton Public Schools. She is a former Grade Four, two-way bilingual teacher.

Higher Education SIG Letter
from Lynn Bonesteel & Meg Palladino

Dear Higher Education SIG members, My name is Lynn Bonesteel, and I have recently joined the MATSOL Board as a representative for the Higher Education Special Interest Group. I am sharing the Board position with Meg Palladino, the Assistant Dean of International Education in the College of Professional Studies at Northeastern University. I teach full-time at the Center for English Language and Orientation Programs at Boston University. Before joining the CELOP faculty, I taught in the ESL department at North Shore Community College in Lynn.

As your newly-appointed SIG representatives, Meg and I would like to share our ideas with you for the upcoming year. We would also love to hear from you about your concerns and any ideas you may have on how MATSOL can better serve the needs of its Higher Education SIG members.

We have several goals for the upcoming year:

- To increase the participation and membership of the newest members of our profession: students enrolled in TESOL programs in the state. We will be contacting the directors of MA TESOL and TESOL certificate programs throughout the state, enlisting their aid in getting the word out about the importance of joining MATSOL.
- To increase the participation and membership in MATSOL among those who teach in community colleges throughout the state. Again, we will be contacting the directors of ESL programs at community colleges, enlisting their help in getting the word out about MATSOL to their teaching staff.
- To work together with the very active advo-

cacy SIG in MATSOL to advocate for our membership and the students with whom we work.

- To hold at least two open meetings—one in the fall, and one in the spring—at which we will discuss an article of interest to our membership. We would like to build on the successful "book group" style discussion sessions organized for the Higher Education SIG by Helen Solarzano and Linda Foley-Viney in 2007-2008. We hope to hold our first session sometime in late October or early November (date TBD—watch your email for the announcement).

We are looking for your suggestions for articles that participants can read before our "book group" meeting. We will distribute links to the articles to SIG group members. On the day of the meeting we will facilitate a discussion of the article. We are open to articles on either theory or practice that would be of interest to those of us involved in higher education. Past discussion topics have included language teacher research; academic listening; academic vocabulary; technology for listening and speaking; and sustained content teaching. If you do not have a particular article in mind, but would like to suggest a topic for discussion, that's fine too. Just let us know what you are interested in discussing, and we will find and distribute an appropriate article to discuss. Please email us with your ideas at lbonest@me.com or m.palladino@neu.edu.

We look forward to working with you this year to make the Higher Ed SIG a place where you can turn for professional support, inspiration, and renewal!

Sincerely,
Lynn Bonesteel and Meg Palladino
Higher Education Representatives to the MATSOL Board, 2009/2010

ELL/SPED Update
by Graciella Trilla

The ELL-SPED Special Interest Group has a developed section on the MAT-SOL website with resources and articles on this elusive area of education. The former representative, Maria Portoundo turned the SIG over to me, Graciela Trilla, with the excellent research resources and introductory statements. Please take a look!

At the MATSOL conference in May, 2009, there was an excellent pre-conference session featuring Catherine Collier on the issues pertaining to distinguishing disability from language acquisition development. Evaluations from the participants (100+) asked for more workshops of this nature with administration in mind. Many asked that MATSOL promote sessions that address SPED and ELL issues specifically geared toward SPED directors, Principals, and Superintendents.

Other comments included that there are so many inconsistencies between districts, that participants felt they would return to their districts with concerns that remained unsolved due to the lack of interest in or support for ELLs back home. What you, as one person, can do is to remind the professionals involved of the many variables that need to be considered when referring an ELL for testing. You can also build bridges with the SPED teachers on your building level and begin to educate them about effective strategies for the language development of ELLs.

The DESE had a position for an ELL/SPED specialist for a time, but the individual left. There is no word on refilling the position. The DESE is looking for a larger pool of qualified applicants to head up the Office of Language Acquisition and Accountability. Matters of enforcement of legal standards for both ELLs and SPED ELLs are on everyone's minds.

Please feel free to contact me with suggestions, ideas or questions regarding the status of SPED ELLs in your district and in the state. You can reach me at gractrilla@yahoo.com.

Concepts For Creating And Implenting ESL Adult Workplace Programs
by Christine Canning Wilson

Adult workplace English is growing at an expansive rate. The quality and quantity of materials needed to conduct the proper trainings do not seem to be as cutting edge as they should be in a competitive market. As an ESL teacher, consultant and owner of an international business, the importance of this can no longer be ignored on various levels. Course books determined by acquisition editors fit a publisher's needs, and not always those of the students enrolled in the program. As ESL instructors, we have all had to tailor create authentic materials and curriculum for the classroom, as contracts and the continuation of them are dependent on such flexibility.

This can prove more difficult in a recession when monies aren't always as available for programs. Coupled with the cutbacks of professional teaching staff, purchasing materials, and time to prepare for new programs, educators in the field of Adult ESL Workplace education have been forced to look at new alternatives, in which less means more.   In order to do so, and to meet the needs of our cliental, the Internet and its free downloads have become an essential part of ELL teaching and assessment.

Currently, I am working on a program for the US Embassy in Tajikistan training the KGB, state security, interpreters, and the drug control agencies on behalf of the International Narcotics Law departments. One section of the deliverables of the contract includes the suggested steps necessary to revamp the current curriculums used to meet organized crime's modern day methods. To make the program more cutting edge, and different from the predecessors, one might think to go to law enforcement and look at current manuals, but this is just reinventing a wheel that is often already cracked or broken. Instead, go to the source: the criminal. By creatively using the Internet, I was able to find a smuggler's guide for trafficking from Afghanistan, for which Tajikistan sits on its northern border that discussed the routes available to get to Europe via the former Russian republics. As you know, Afghanistan supplies 90% of the world's heroin, therefore, the curriculum designed for one module was created to deal with border control, bribery, and corrupting practices by using such details for agencies to take proactive measures.

The hardest issue facing the ESL Adult workplace trainer, is getting the client to trust in a method of change, understand that student centered learning has value, and that past pedagogical practices may not have been as effective as believed. This is because education, political issues, and status in the United States may affect how receptive the ELL is to the program, and in turn may affect the success of the student in the learning environment. This is why using eclectic resources can best suit programs, because segments of what is working elsewhere may work effectively with newly tailored programs to best suit the ELL Adult Workplace learner.

Some of the best resources and websites to help ELL teachers in this area are put out by government agencies. This usually means that trainers can copy the materials free of charge because under copyright law the works are public domain. For example, as trainers and educators, we are not versed in all fields that affect workplace education, but we are obligated to become more aware of the subject matter. One particular site that is extremely useful to our profession is published by the Canadian government. It is a site that shows the steps of employment by teaching the person key vocabulary and industry concepts through subject specific materials that can be downloaded free of charge. It is worth an instructor in our area to peruse it and bookmark it for future reference. To find this information, simply type into the URL: http://www.settlement.org/steps/occupations.html

Using concepts of partnerships and links allows for increased business and workforce placement can enhance opportunities for all parties. Hands-on working environments allow the ELL learner to use the targeted language and English for specific purposes to help learners better perform their job for employers. By looking at the unique characteristics of the workplace, instructors are better able to develop and tailor materials to meet the needs of clients. Moreover, this customized instruction helps companies meet ISO standards, and of course, increase a safer working environment for the learner.

Therefore, it is essential in our area of expertise that we develop a transparent relationship so that the learner, the client, and the instructor

are on "the same page" of thought to increase successfulness of the program. This means, as instructors, we must understand that goals of the program influence the selection of content, use of resources, and program design, and act accordingly to these underlying principles when planning Adult ESL workplace programs. Thus, in order to do this, it is essential that we offer feedback that is honest from the needs analysis of all of the stakeholders involved in the program, instead of just a select group. This will help the client configure with your help the desired outcomes which should be established before the course begins in order to determine the length of time needed to meet the target goals for the client and ELL student. This concept can be as simple as determining if the program is to be worker-centered or simply work-centered.

Concluding thoughts for today's ESL adult workplace instructor would suggest that any and all programs created to benefit learners offer them not only the language skills for the workplace, but language to empower the ELL to understand concepts related to tasks, in order to offer the worker the ability to move beyond the current position, in time to come. As instructors, we can do this by simply recognizing, and hopefully instructing, our ELL clients to be able to indicate their lack of comprehension or need for clarification to express job related concerns.

Christine Canning Wilson
MATSOL SIG Chairperson, ESL Adult Workplace
English - ccanningwilson@yahoo.com

Ask Christine
by Christine Canning Wilson
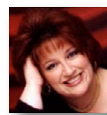
Dear Christine,
Many times my students don't know their rights in the educational system. When an ELL student wants to know what makes up their student record, what should I tell them?

Thanks, Nematullo from Fall River
A student's educational record is made up of documents or notes in sole possession of the maker that aren't accessible, and may not be revealed to any other person, except those directly educating the student. Medical records may make up an educational record, especially if the student has received counseling, receives IEP or 504 services. Student records can be accessed by written request and under Federal laws, the school has so many days in which to produce the ELL student a copy of the information contained in the file.

Dear Christine,
Can a teacher talk about my ELL student to other students who might be in his class, even if they are only trying to help?

Thanks, Katherine from Pittsfield
The US Supreme Court ruling does not allow teachers or administrators to disclose a student's medical history, medicines or personal background. Teachers are also not allowed to disclose your grades or academic records. If a teacher does this, they are in violation of the Family Education Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy of student records. The only thing that schools may be allowed to disclose without consent is "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. There are some exceptions, such as a health or emergency situation in which an outside third party would need information to save the student. Even the exception, of what constitutes of legitimate educational interest, is subject to rules that must be followed.

Dear Christine,
Can a teacher post my ELL student's grade?

Thanks -- Alex from Lanesboro, MA
No. Again, the teacher would be in violation of FERPA if the educator were to have your name identified with a grade. The teacher in theory could post grades if you couldn't be identified readily, such as with the last four digits of a social security number. In other words, a teacher cannot show students' grades or test scores. For example, teachers who direct students in class to correct papers and announce quiz results publicly are in violation of federal law --- and could subject their district to a lawsuit, personnel dismissal, loss of federal funding and/or be convicted of a misdemeanor.

Email questions to ccanningwilson@yahoo.com

Getting Students to Really Converse in English: How Peer Feedback can Help
by Chris Bourret

One beneficial professional development opportunity I was involved with last year was "Standards in Action" (SIA). It is a pilot program of the National Office of Vocational and Adult Education (OVAE), a division of the US Department of Education. One part of the SIA project consisted of a five step action-research process, where teachers in my organization, Rhode Island Family Literacy Initiative (RIFLI), along with teachers from Genesis Center, looked to pilot Rhode Island Department of Education's Speaking and Listening Standards. The SIA process, consisting of peer review, explored how ESOL teachers could assess and improve their assignments by exploring and using the RI Adult Education standards.

Teachers in RIFLI were asked to perform an assignment, something they would normally do in class, with targeted benchmarks in mind. Then every two weeks, one teacher brought in a description of the assignment, the directions given to students, and samples of student work. Through the 5- step guided process spelled out by OVAE, colleagues gave advice as to possibilities for "ramping up the assignment," which could help the assignment reach higher cognitive demands and/or reflect appropriate benchmarks in the standards. Peers would analyze the instructions a teacher had given, identify bench marks in the RI standards that could or should be targeted in such an activity, apply "cognitive tools" such as Bloom's taxonomy to help "ratchet up" the cognitive demand of the activity, and listen to student work samples. By the end of the process, the peers would make suggestions and recommendations, and the teacher would then create a new version of the activity. Finally, teachers were asked to try out the revamped assignment in class and report on how it differed from the first try.

My original assignment in the process had students asking each other questions on conversation cards, a common practice I often use. The cards were made by me, cut up and put into envelopes. Students worked in pairs, taking cards out of their envelope and asking their partner questions. Then their partners would take out questions from their own envelope and ask them questions.

The main standards that I targeted were Listening C2.1-3.1, "Recognizing Vocabulary" and Speaking G2.1-3.1 "Using Basic Grammar Structures." The questions students asked were based on vocabulary and question forms that had been covered that month in class. These included vocabulary items about daily routine, personal information, and some words in context from pronunciation lessons. During the activity, I monitored what vocabulary students could identify, and by their answers to questions, the language output of students.

In our peer review process, my RIFLI colleagues looked at 3 sample dialogs I recorded during my activity. They noticed that the students were performing the task well, and both benchmarks in the standards were adequately targeted. However, they also noted that some pairs naturally followed up on each other's questions, so there was more input-output and language practice going on. In some pairs the questioner would simply ask the question and move on, without really being fully engaged in their partner's answers. Fellow staff suggested during my redoing of the activity to also target strategies that would promote active listening. This could ensure more active participation in all learners, and broaden the scope of the task beyond just asking their partner questions.

In the next version of conversation cards, which occurred two months later in November, I had targeted the two bench marks above, plus Speaking 2.1-3.1 "Conversation strategies to participate actively, and Listening 2.1-3.1,"Com-

prehend simple face to face conversation/Q&A sequences."

A few weeks before the cards were introduced, I had done a unit on "Small Talk"around the question "What's New" and about the common practice of using follow up questions to keep a conversation going. Since students had been practicing the use of follow up questions, they were familiar with this concept when the cards were introduced again.

During the new cards assignment, students again had cards in their envelopes and the basic instructions stayed the same. However, the questioner gave students the additional tasks of asking at least 2 follow up questions for each card question, and making sure the responder answered in a full sentence each time. The questions this time had to do with shopping and adverbs of frequency.

With these modifications, and a narrower range of vocabulary items the second time around, student output as a whole greatly increased. I observed that every student was engaged more actively and there was much more language to which the teacher could listen. I also changed pairings several times to give students additional practice. A tutor who was with the teacher that day was greatly impressed with how well the students did with the cards. "They were totally engaged for more than an hour" he said. Students were paired up with various partners both times the cards were used for the SIA lessons, but this time all the students were actively involved, even the ones who may be shy or reticent in these types of activities, since they had a task/focus during the activity.

I found the SIA process very rewarding. Thanks to the collegial conscientious peer review from my colleague at RIFLI, I was able to take an activity I normally use and utilize it more effectively by learning how to target specific benchmarks, increase the cognitive demand of the assignment, and give more explicit directions to students. It's made me a much more effective teacher. ⓜ

Chris Bourret
ESL Instructor - RI Family Literacy Initiative

Rhode Island Teachers of English Language Learners (RI-TELL) Goes Independent
by Lisa Davis

The Coordinating Council of RI-TELL is proud to announce that Rhode Island's Professional ESL/bilingual educators' organization—Rhode Island Teachers of English Language Learners will apply for separate affiliate status within TESOL this coming membership year. Last year, the Council worked closely with MATSOL leadership to create a more "distinctively Rhode Island" presence within the local regional ESL community and to form RI-TELL. This year we will apply to become an independent affiliate of TESOL, thus completing our efforts to represent and serve RI ESL educators.

Affiliates are independent, autonomous organizations affiliated with TESOL. Affiliates have been a part of the organizational structure of TESOL since 1969, when nine associations applied for and were granted affiliate status. As of June 2009, TESOL was affiliated with 101 independent associations with total membership of more than 47,000 professionals. We hope to make that number 102 this current year. Affiliates are located around the globe--in Asia and Oceania, in Europe and Eurasia, in Central and South America, in the Middle East and Africa, and in North America.

In order to become a TESOL affiliate, organizations must prove a history of offering English language educators professional information and support within their geographic regions. They must show that they have a history of fostering the exchange of ideas, resources, and information through newsletters, online discussions, conferences, and workshops. Affiliates are independent organizations from TESOL, responsible for all aspects of running their associations. Therefore, RI-TELL must have a strong leadership, membership and infrastructure in place to meet its obligations to members and comply with legal mandates. It is for this reason that we have existed under the umbrella of MATSOL for the past 8 years—both to assess the viability of an independent association and also to benefit from the resources and support a seasoned affiliate like MATSOL has to offer. We have been extremely grateful for all of the support we have received from MATSOL, for without this, we would never have

been able to take this important step towards independence.

To help us meet our goal of becoming an independent professional organization and to strengthen our voice and presence as ELL educators in Rhode Island, please become a member or renew your membership. By joining RI-TELL you will receive a full year of RITELL member benefits, still under the fiscal umbrella of MATSOL while we work to file the necessary papers to become completely independent. This includes a newsletter Currents (containing book reviews, new resources and classroom activities, reviews of recent conferences and workshops, and much more), an e-bulletin and job postings (RIWorks); member rates at conferences, and; important information regarding other professional development opportunities. Thus, this year will be the last year that you will be a member not only of RI-TELL, but also of MATSOL since they are the fiscal entity under which we are able to operate and offer services to RI educators of ELLs.

If our organization is to become all that we envision, we need your support—to become a member and to help spread the word to your ESL and bilingual education colleagues about supporting our professional association. By working together, we'll ensure that RITELL is able to become an independent organization and effectively meet the advocacy and professional development needs of our special (and growing) teaching community and the unique populations we serve.

At the same time you renew your membership or become a member, you can register for our fall event at a special discount price. The topic of this year's fall conference is Strategies for Promoting Academic Language and Literacies. The conference will take place at Rhode Island College on October 17th from 8:45-12:45. Dr. Meg Gebhard, Associate Professor and Co-director or the ACCELA Alliance, University of Massachusetts, Amherst is our invited speaker. She is an expert on this important topic and her talk is entitled Supporting the Academic Literacy of ELLs Using Genre-Based Pedagogy. Dr. Gebhard will address two central questions shaping the work of ESL/Bilingual teachers and the academic literacy development of linguistically and culturally diverse students: How does language work in the genres students are routinely asked to read and write in school (e.g., narratives, descriptions, explanations, arguments), and how can teachers critically apprentice students to becoming more expert readers and writers of these genres? She will describe how teachers can teach academic literacy using examples drawn from her work with ELLs in high poverty schools in Massachusetts.

Following her session you will attend one of three different breakout sessions featuring Rhode Island practitioners from your respective ESL teaching community (elementary, secondary, adult). They will share highly practical strategies for developing academic language and literacy with you to complement the opening talk. We will also provide time to review a broad selection of teaching materials made available our sponsoring publisher, Oxford University Press.

To our new members, we'd like to say welcome to your professional organization. To our existing members, a hearty thank you for your loyalty and ongoing support of our programs and events. We hope that all of you are as enthusiastic as we are about the promising future of RI-TELL and the many wonderful opportunities that are on the horizon.

See you on October 17!

Why Join a Professional Association?

- Professional associations publish newsletters that keep you up to date on issues and developments in your field
- Connect you with other active professionals with whom you can collaborate and learn from
- Offer conferences and professional development opportunities
- Share information about job listings; help you network and find employment opportunities
- Represent you and your students in policy forums in the region
- Demonstrates that ELL professionals are serious professionals; helps you not feel marginalized in your profession
- Adds to your professional resume, by showing you are an active professional

English Interplay
Raymond C. Clark. Pro Lingua Associates, 2002.
106 pages. ISBN 0-86647-155-3.
Teacher's edition available.
Reviewed by: Hatice Celikkiran

English Interplay, according the publisher, is a textbook for "real beginners" of English, from young adults on up, to help them communicate from day one. As stated in the Introduction of the Teacher's Edition, its goal is to teach English in an interactive way through realistic communication. Unfortunately, the book doesn't really succeed in this communicative language approach because it isolates language skills from authentic usage and context.

English Interplay consists of 10 units with topics such as the alphabet, names and sounds, numbers, money and food, time, family, places, work and play, and the body. Each unit has a unique structure. For instance, Lesson 7, which is about family, starts with a chart of Edna's family followed by a short reading passage. The reading passage is not authentic (always a challenge at this level) and far from typical, as the following illustrates: "My spouse is Ed worth. He is my husband. I am his spouse. I am his wife," or "My mother's mother is my grandmother." (p. 62) In this unit there is a section where the students ask for each other's phone number and address, then an activity on how to use a phone.

The directions for the activity are:
Pick up the phone… what did you do? etc.
Listen for the dial tone.
Dial the number.
Wait for an answer.
When someone answers, begin talking.
Talk.
Say goodbye.
Hang up.
(Lesson 7, Activity 13: How to Use a Phone, p. 68)

In this activity, the instructions are not clear, nor is there any explanation about the roles and positions of the speakers, no particular purpose for the phone call, and no linguistic input for the students on how to start or end a conversation.

English Interplay gives grammar and word lists in each unit without much information on appropriate use or collocations. In current theories, communicative competence is defined as what a speaker needs to know to communicate appropriately within a particular speech community. Though it's hard to come up with rich or nuanced examples at the beginner level, this book really disappoints, and something more meaningful than the following must be possible:

You look sleepy. Are you tired?
No, not me. I'm wired.
You seem sick. Are you well?
I feel fine. I am really swell.
You look bored. Is that true?
That's because I'm listening to you.
(Lesson 10, Activity 12: Ask and Answer: Practice in Pairs, p.98)

The students do not know when it would be appropriate to utter these sentences. For example, the answer "That's because I'm listening to you" to the question "You look bored. Is that true?" is perhaps intended to be amusing, but there's no guideline on that, and it could lead to unintended rudeness.

Every section in the book isolates language from context: exchanges are simply question-answer sequences. These formulaic expressions would be worth learning if the situations around them were more complete; as it is, the students never learn where these expressions might be suitable. I'm not sure how one can be realistic at the beginner level in a book, rather than in a classroom, but there must be more engaging materials. I will continue to search.

Hatice Celikkiran teaches EFL at Istanbul Kadir Has University and is doing a Ph.D. in ELT at the Middle East Technical University in Turkey. Her interest areas are writing in a foreign language and sociolinguistics, language contact and identity and culture.
haticecelebi79@gmail.com

The Sky in My Hands: Accelerating Academic English Through the Writing Process

Carol Bearse. Language Learning Innovations, Inc., 2005. 157 Pages. ISBN 0-9770825-0-4
Reviewed by: Eileen Feldman

Dr. Carol Bearse shares her enthusiasm and optimism for educating L2 learners in this teachers' guide/research study to writing approaches and lesson implementation for grades six through eight. Several of her students are followed through their three-year writing journeys. In her twenty-five years of teaching in public schools, she has observed and researched the unique needs of bilingual adolescents, whose numbers are increasing in today's classrooms and whose learning outcomes have been tentative. Bearse implores the profession to adapt to these students' needs and to benefit from her experiences as a Bilingual Curriculum Specialist, professional development consultant, and adjunct professor at Cambridge College in order to rapidly and significantly improve the language arts levels of all these children.

Bearse's earlier articles provide analysis of these students' particular needs and preferences; she has previously written about establishing a feeling of caring and comfort in the classroom, opportunities to affirm student identities, collaboration, sensibilities for justice, structured writing frames within which to compose, individual conferences / feedback for self-reflection, and observations of wonders in nature. (The title The Sky in My Hands comes from a student's exclamation as she held an aster.) Bearse has written "Singing with the Words: Using Neruda and Lorca with Middle School Students," "Ana: Finding a Writer's Voice," "Identity Formation and Collaborative Inquiry in the Zone of Proximal Development: Grade 8 ESL Students Doing Research—a Teacher Research Study," and "The Fairy Tale Connection in Children's Stories: Cinderella Meets Sleeping Beauty".

Although The Sky in My Hands was written about middle schoolers for their teachers, the extensive bibliography, adaptability of lessons, and the ways in which it addressed the cultural needs of teens make it equally helpful to secondary and post secondary educators. The progression of activities is pedagogically very sound. For example, several early chapters introduce the theory of using poetry to accelerate writing; Chapter Four moves students from poetry to prose; Chapter Five develops a personal narrative; Six outlines oral histories and themes of justice; Seven moves these same themes to memoir; Eight concerns writing poetry first in the native language; Nine describes the procedure for running a school or regional writing conference; Ten considers uses of poetry in connecting with history and science. Within each chapter are warm-up activities with readings from such luminaries as Pablo Neruda, Maya Angelou, Gary Soto, Nikki Giovanni, Sandra Cisneros, and Langston Hughes; then students write in imitation of one particular aspect or grammatical construction found in their works. Looking at visual art is another universal source of inspiration for emerging writers. Bearse's graphics such as semantic maps, Venn diagrams, charts for revisions and criteria for good writing, checklists for the event-planning of the writing conference, and student writing survey are adaptable to all levels.

I found the suggestions and brief descriptions of some poems particularly useful for my own lesson planning; I have since used them as very effective prompts and writing models. These range from Pablo Neruda's "Ode to a Lemon" to Nikki Giovanni's "Knoxville, TN" to Shakespeare's "Shall I Compare Thee to a Summer's Day"; these selections all resonated with my college ESL students. Topics such as nostalgia, nature, and love usually do. The poems are scattered throughout the text; an appendix listing them would be a helpful addition.

This book offers an approach to educational reform and responsive path to success in underperforming students. If more educational professionals could use its specific suggestions and embrace its spirit, it might afford us the agency to leave no children behind and to encourage them to find the sky in their hands. 🌐

Eileen Feldman is Adjunct ESL instructor at Bunker Hill Community College and Adjunct Lecturer in English Composition at Suffolk University. efeldman@suffolk.edu

Cause & Effect: Intermediate Reading Practice, 4th Edition

Patricia Ackert and Linda Lee. Heinle/Cengage, 2005. 352 pages. ISBN # 1-4130-0416-4. Teacher's edition and video support.
Reviewed by: Stuart Salomon

Cause & Effect is book number 3 in a 4-part series that focuses on reading and vocabulary development. The others are 1-Facts & Figures, 2-Thoughts & Notions, and 4-Concepts & Comments. This review limits itself, however, to the third, intermediate, book in this series, which ranges from beginning to high-intermediate.

If I were teaching learners who were high school age or older, and who needed to improve their reading and writing skills, I would be perfectly comfortable with this text book. As I reviewed the text, I made two columns, "What I Liked" and "What I Didn't Like." The positives outweighed the negatives by a score of seven to two.

On the positive side, the topic selections are engaging without becoming sensational or overly-dramatic. The readings are divided into sections with these titles: Explorers, World Issues, Science, Medicine/Health, and one unit they could not quite define called, Mishmash/Hodgepodge. The layout/presentation is low-keyed (B&W) and not overly flashy. Personally, I do not like a text book that tries to imitate television, or hopes to become the student's best friend. The tone is dry, but certainly not boring.

The authors have identified those areas of English that (from my experience) are almost always needed by ELLs: two-word verbs, articles and compound words. The overall pedagogy is sound. Here are some features that I think were useful: True/False questions had a third component—Not Enough Information. That precludes the student from a 50/50 guessing game and develops critical thinking. On the other hand, if I were writing these questions I would insist that students provide the correct answer for any question answered False, and that they identify the remaining information needed for the third choice. The authors insist on full sentence answers for the comprehension questions, a tactic that aids comprehension as well as sentence formation. I like that.

Teachers may also like the Word Form sections that are a part of each unit. The student is given a prompt, then has to choose the correct form of the word for the correct answer. For example, *The lecture on safe driving was very _____. A) instruct B) instruction C) instructive D) instructor.* I think students cannot get enough of this type of question.

Grammar points such as Active and Passive Voice are presented briefly and efficiently, they are never drawn out. The format is predictable from one unit to the next, so students quickly get the rhythm of the book. Vocabulary is introduced and reinforced systematically as well. There are only a few negatives I would point out. I felt that too many of the Guided Writing choices asked for personal responses. Exercises such as Describe an Adventure You Had tend to ask too much of the student, and the poor teacher may find herself in the position of reading highly personal responses that will take a lot of repairing. Fortunately, the writing tasks toward the end of the text ask for more traditional modes such as exposition and persuasion. Texts such as these often come with whistles and bells, and Cause and Effect is no exception. However, when I requested the Teacher Edition (that contained the answers) and the CNN video that accompanied the text, they never arrived. This may suggest we are dealing with unreliable distribution.

Overall, I think this book would be easy to use, would offer the correctly placed student plenty of useful practice, and would not require hours of supplementary preparation. I would be happy if a school system or a supervisor put this in my hand and asked me to use it as my reading text.

Stuart Salomon has taught English in India, Iran, Indonesia and in American private schools. He also serves as Publisher Liaison on the MATSOL Board. He can be reached at sps45@yahoo.com.

Writing to Learn (four books)

Lou and Marilyn Spaventa. McGraw-Hill Higher Education, 2001. The Sentence MHID 0-07-230753-6; The Paragraph MHID 0-07-230754-4; From Paragraph To Essay MHID 0-07-230755-2; The Essay MHID 0-07-230756-0. Teacher's editions available.
Reviewed by Susan J. Bishop

This four-book series takes adult ESL learners through the writing process using topics with age-appropriate academic and vocational themes. Each book in the series uses the same themes of Myself and Others, Family and Relationships, Education, Work, Leisure and Recreation, and The Natural World. The skills, Prewriting, Structure, Writing and Editing, and Journal Assignment are repeated as well. The texts include appendices of grammar and writing conventions and a glossary appropriate to the material covered. Instructor's editions and a Writing to Learn Web site are also available.

The beauty of the repeated format is that, as the level of difficulty progresses, the student's familiarity with the process gives them a strong skills base with which to focus on the topics. In the Myself and Others unit in the beginning text, The Sentence, for example, the student will use the prompt, "My name is Manuel. I speak Spanish..." for a structure activity about subjects and verbs in a sentence. The same unit in the advanced text, The Essay, gives an excerpt opening with, "I was brought up in a home marked by close family ties, a very strict and uncompromising religious and ethical atmosphere..." for vocabulary, summarizing and group activities. Although an entire text on "the sentence" may seem excessive, the variety of written and group activities avoid the pitfall of boring rote exercises, and there are opportunities for the student to experience sentences in paragraph form. After examining the entire series, it appears that the best way to utilize the Writing to Learn series is to complete each text before moving on to the next. This series would therefore work well in an adult ESL course specifically targeting writing skills.

The authors present topics relevant to the adult ESL learner and they have done a thorough job of tying together a well chosen variety of skills: vocabulary and grammar, English writing conventions, writing, editing, rewriting, and journal writing. The pair and group activities are challenging and entertaining and are sure to engage the students. Four sequenced books might seem like a lot, but upon careful examination the series is well justified.

Susan Bishop's ESL experience includes teaching in colleges, community colleges, community-based organizations, and two years in Poland. She is currently an ESOL teacher at Central High School in Springfield. suejackbishop@lycos.com

Over the Transom
by Sterling Giles

Currents has recently received the following materials for review. From Cambridge University Press Academic Encounters has added a new level, intermediate, which is lower than that for the previous two levels. Like the other two levels, this sustained-content program has a Listening/Note Taking/Discussion book and a Reading/Study Skills/Writing book, and the two can be used independently or together. The new intermediate materials focus on American Studies and include TOEFL iBT skills as well as the same rich variety of accessible yet challenging readings and exercises that build both language and critical thinking skills. It's a pity faculty are often reticent to choose a topic and stick with it; nothing models real college courses better than sustained content, and the depth of knowledge enables organic critical thinking development, which in turn naturally leads to a real need for greater precision in expression. The earlier books (also available for review) on Life in Society and Human Behavior have gotten great results for those brave few who chose to shape their curriculum this way. This is an approach more of us should be considering.

The Cambridge Academic Content Dictionary includes a CD ROM and has all the features we've come to expect in a learner's dictionary -thesaurus and usage help, selected expressions and phrasal verbs, visual help for words with many meanings- but it also includes over 2000 words from academic content areas, so it will help students after they've moved beyond their ESOL and writing classes. The Cambridge Dictionary of American Idioms goes well beyond phrasal verbs to all manner of expression and incidental turns of phrase, with easy to understand explanations and, in some cases, interesting information on the origin of the expression. Ventures is a five-level ABE series with self-study student CD. Pictures abound to ensure that all new language is offered in a meaningful, real-life context. The popular Interchange adult series is available in a third edition, now with an Intro level as well, with a focus on American English balanced by awareness of the many Englishes that exist in the world.

Books Available To Be Reviewed For Matsol Currents

If interested, contact the reviews editor Sterling Giles (617) 421-9134 / sterlg@aol.com

* = book for teachers (not a student text)

* Affect in Language Learning, Camb. UP 99
* Beyond Training (Cambridge Language Teaching Library), Camb. UP '98
* Bilingual and ESL Classrooms: Teaching in Multicultural Contexts, second edition, McG-H '98
* Civic Participation and Community Action Sourcebook (A. Nash), 2003
* Discourse and Context in Language Teaching: A Guide for Language Teachers, CAMB '01
* Dual Language Instruction: A Handbook for Enriched Education, H&H 2000
* English Phonetics and Phonology: A practical course (3rd edition), Camb. 01
* Essentials of Teaching (see English for Academic Success series below.)
        - Academic Oral Communication
        - Academic Reading
        - Academic Writing
        - Academic Vocabulary, HMCO 2004/2005
* Exploring the Second Language Mental Lexicon, Camb. UP 99
* Extensive Reading in the Second Language Classroom, Camb / 1998
* Extensive Reading in the Second Language Classroom (Cambridge Language Education Series), Camb. UP '98
* Focus on Form in Classroom Second Language Acquisition, Camb. UP 98
* Focus on Form in Classroom Second Language Acquisition (Cambridge Applied Linguistics Series), Camb. UP '98
* Grammar Contexts...A Resource Guide for Interactive Practice, UMichPR 99
* Language Teaching Awareness: A Guide to Exploring Beliefs and Practices, Camb / 1999
* Learner Autonomy: A guide to developing learner responsibility, Camb. '00
* Learner English: A teacher's guide to interference and other problems, Camb '01
* Learning About Language Assessment: Dilemmas, Decisiosn, and Directions (Newbury House Teacher Development), Newbury/Heinle - '98
* Materials Development in Language Teaching (Cambridge Language Teaching Library), Cambridge UP '98
* Mentor Courses: A Resource Book for trainer-trainers (Cambridge Teacher Training and Development), Cambridge UP '99
* Mentor Courses: A resource book for trainer-trainers, Camb / 1999
* Network-based Language Teaching: Concepts and Practice, Camb / 2000
* New Ways in English for Specific Purposes, TESOL '98
* Rhymes 'n Rhythms for the ESL Classroom, Pro Lingua 2001
* Teach Business English, Camb 00
* Teaching Adult Second Language Learners, Camb / 2000
* Teaching English as a Second or Foreign Language, H&H 2001
* Teaching English Spelling, Camb / 2000
* The Grammar Book, Heinle '99
* The Sky in My Hands: Accelerating Academic English Through the Writing Process, Language Learning…2005
* Write for You: Creative Activities for Building Writing Skills, Pro Lingua 2001
* Writing Simple Poems, Camb. 01

American Ways – 3e, Longman 2005

CD-ROM materials from Pearson, Pearson 2003

- Longman English Interactive (4 levels)
- business
- prep for TOEIC
- Side By Side (2 levels, with or without civics)

Basic Grammar and Usage – 7th edition, Thomson 2006

Beyond True Stories: A High-Intermediate Reader, Longman 2003

Cause & Effect – 4th edition, Heinle 2005

Clear Speech: Pronunciation and Listening Comprehension in North American English 3rd edition, CUP 2005

Collins Cobuild Advanced Dictionary of American English (w/CD ROM), Thompson 2007

Contemporary Topics 1: Intermediate Listening and Note-Taking Skills, Pearson 2002

English for Academic Success (series)

- College Oral Communication (4 levels)
- College Reading (4 levels)
- College Writing (4 levels)
- College Vocabulary (4 levels)
- Essentials of Teaching (4 skills), HMCO 2004/2005

English for Health Sciences

(VM has it), Thomson 2006

English in Action – 4 levels, book, T book, Wbook, audio CD, Heinle 2003

English Interactive (1, 2, 3) – CD ROM programs, Lman 2004

English Pronunciation Made Simple, Lman 2005

Essential Academic Vocabulary: Mastering the Complete Academic Word List, HMCO 2006

Exploring Content 1 & 2: Reading for Academic Success, Longman 2004

Eye on Editing 2, Longman 2003

Focus on Vocabulary, Lman 2005

For Your Information: Reading and Vocabulary Skills – second edition, Longman 2007

Fundamentals of English Grammar – Interactive, Lman

Gateways to Academic Writing, Lman 2005

Get Ready to Read, Longman 2005

Grammar Express Basic – CD Rom, Longman 2005

Grammar Form and Function 3, McGH 2005

Grammar In Context – 3D – 4th edition, Heinle 2005

Grammar Sense Interactive – CD ROM (1, 2, 3), Oxford 2005

Insights for Today– 3rd edition (See also Themes for Today), Heinle 2004

Inspired to Write: Readings and tasks to develop writing skills, Camb. 2004

Key Concepts (1 & 2): Listening, Note Taking, and Speaking across the Disciplines, HMCO 2006

Longman Dictionary of American English, 3rd edition now with thesaurus and w/ or w/out interactive CD ROM, Longman (2004)

Password: A Reading and Vocabulary Text (1, 2, 3),

Quest – all skills   2nd edition, McG H   2007

Reading Advantage – 2nd edition, Heinle 2004

Reading Power (3e), Longman 2005

Side by Side Interactive - CD ROM (2 levels), Lman 2004

Sound Concepts: An Integrated Pronunciation Course, McG Hill 2005

Text & Thought – 2nd edition, Pearson (Longman) 2003

The Heinle Picture Dictionary, Heinle 2005

Themes for Today – 2nd edition (See also Insights for Today), Heinle 2004

Topics from A to Z (1 & 2), Lman 2005

Tuning In: Listening and Speaking in the Real World, Pearson 2006

Understanding and Using English Grammar – Interactive CD, Longman 2004

Weaving it Together – 2nd edition (I have 1,2….could get 3, 4), Heinle 2004

World View 1, Pearson 2005

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matsol.Elementary@gmail.com

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matsol.BilingualSped@gmail.com

Lynn Bonesteel
Meg Pelladino
Higher Education
matsol.HigherEd@gmail.com

Boni-Esther Enquist
Suzanne Coffin
Secondary Ed
matsol.Secondary@gmail.com

Sara Hamerla
Dual Language Programs
matsol.DualLang@gmail.com

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Low Incidence Programs
matsol.LowIncidence@gmail.com

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matsol.AdultEd@gmail.com

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matsol.Workplace@gmail.com

MATSOL Committees

Anne Dolan
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Kara Mitchell
Advocacy
advocacy@matsol.org

Nancy Cloud
Chair, RI-TELL: Rhode Island
Teachers of English Language
Learners, an affiliated professional
association of MATSOL.
RITELL@matsol.org

Additional Contact Information

Margaret Adams
E-Bulletin Editor

Sterling Giles
MATSOL Currents Reviews Editor

Sterling Giles
Ann Dow Award Committee Chair

Jennifer O'Brien
Kellie Jones
Lauren Bentley
Tabetha Bernstein
MATSOL Currents Editors
Currents@matsol.org

Jennifer O'Brien
MATSOLworks Job Bank
MATSOLworks@matsol.org

Helen Solorzano
Website Coordinator
Manager@matsol.org