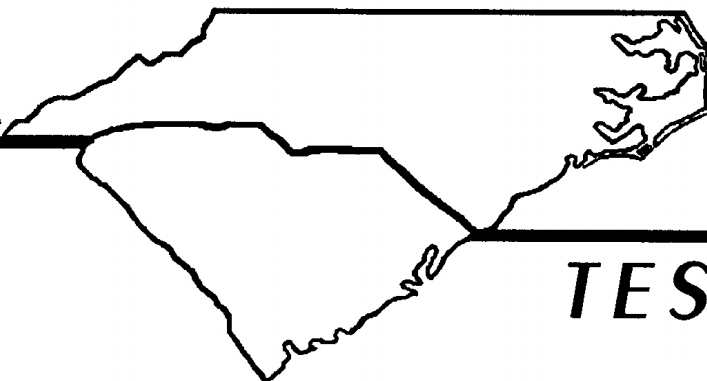


CAROLINA



TESOL

Volume 27, No.1

Winter 2005

Carolina TESOL Needs You!

Spring is a forward-thinking time of year. A major forward-thinking event in Carolina TESOL is preparing for 2005-2006 Executive Board election. Most elected offices are for two-year terms. The two-year term format gives the benefit of always having officers with experience to help newcomers to the Board transition into their new positions more easily than might be the case if the entire Board were elected annually. An exception to the two-year term format is the three-year commitment regarding the Vice-President/President position. The Vice President automatically becomes President the following year and afterward serves a third year as Past President.

The Executive Board has approved a Nominating Committee for the 2005-2006 elections. The Nominating Committee consists of Toby Brody, Cheryl Parr, Rosemary Schmid, Tracy Hamilton, and Trudy Morris, Chair.

Carolina TESOL is a strong professional organization because of the willingness of ESL/ESOL professionals across the Carolinas to volunteer and serve on the Executive Board, in appointed positions, in conference planning, in relation to other Carolina TESOL-sponsored professional development events, and in various additional ways. We are a proud professional organization of committed volunteers. We ask your support and we need your service.

Nominations needed for Executive Board positions for 2005-2006 are Vice President (President-elect), Newsletter Editor, Upstate Carolina Representative, Western North Carolina Representative, Secretary, and Membership Coordinator. Send nominations (including self-nominations) to:

Toby Brody tpbrody@social.chass.ncsu.edu,
Cheryl Parr cherylbparr@aol.com,
Rosemary Schmid rschmid@email.uncc.edu,
Tracy Hamilton tphamilton@wsfcs.k12.nc.us, or
Trudy Morris cmorrist@aol.com.

The nominations process will span the next three months—March, April and May. All nominations should be received by June 1. Thank you for your involvement in the 2005-2006 Carolina TESOL election process.

Trudy Morris

Pat Majors
President
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 pmajors@bellsouth.net

Carolina TESOL Executive Board 2004-2005

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Available Positions
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 NC K-12 Interest Chair
 SC Higher Education*

Executive Board Appointments

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Rosemary Schmidt
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Available Positions
*Political Concerns
 Conference Coordinator*

The Carolina TESOL Newsletter is published quarterly. Subscription is a benefit of membership in Carolina TESOL (Teachers of English to Speakers of Other Languages). Membership is open to any person who is concerned with teaching standard English to speakers of other languages or dialects and with related intercultural areas. Annual membership of \$25 is renewable in August. To join or for changes or address, contact Meriam Brown, Membership Coordinator, mmbrown@email.uncc.edu. Carolina TESOL is an affiliate of TESOL, Incorporated; 700 South Washington St., Suite 200, Alexandria VA 22314.

Notes from President Pat: Spring 2005

Several goals for Carolina TESOL are continuing from past presidents: First, we want to balance the needs of our Pre-K-12 membership with those of higher ed and adult ed. Secondly, we want to collaborate with other organizations to provide professional development for ESOL, bilingual, and mainstream educators. A third goal is to energize our metro groups so that all ESOL/bilingual providers at local levels in the Carolinas can share ideas and support at the local level in the Carolinas. Lastly, we plan to continue to improve the newsletter, website, and to encourage members to participate in the listserv to foster communication among members.

With Trudy Morris' and Toby Brody's help, we are forming a bi-state higher ed advisory committee to advise the Board on how to serve higher ed faculty better, including more sessions at conferences and better networking between institutions. There has been an imbalance, which we hope to correct for SE Regional. We will need our higher ed members to work with us to help us fill this gap and encourage you to submit proposals for SE Regional.

Two initiatives to provide professional development for new ESOL and mainstream teachers. The impetus for the first initiative—that of creating a strand for mainstream teachers in our conferences—came from our successful Wilmington conference. A query has gone out to districts and ESOL administrators in both states to determine whether 100-150 K-12 mainstream teachers would attend SE Regional. The results of this survey were not complete as we went to press; however, if your district or administrator did not receive this query, e-mail me with contact information, and I will send information directly.

The Board also recognizes that some teachers are excluded from our conferences because of the cost. Smaller, less-expensive, local mini-conferences, symposia, or institutes are one way to expand our service to educators. Since the annual NC State University ESL Symposium in Raleigh is already on the calendar for June 1-3, we wanted a similar opportunity for SC teachers.

To that end, Carolina TESOL has collaborated with the College of Charleston to hold a mini-conference at the College of Charleston on **Saturday, June 25, 2005**. While any ESOL teachers are welcome, this mini-conference will provide professional development to **new** ESOL teachers, K-12 mainstream teachers, ESOL adult educators, and pre-service teachers. Go to www.carolinalesol.org for information and registration forms will be posted to the Carolina TESOL website. Because the College is providing the site without charge, and participants will be able to order an inexpensive box lunch and may arrange to stay in dormitory rooms. Parking at the College will be free after 4:00 p.m. and all week-end. By the time you receive your newsletter, we may have post-conference workshops at one or two of Charleston's premier field trip sites.

One of the best ways to share information and to receive the support of colleagues is through the Metro Area networks facilitated by Metro Reps. However, some groups are in need of leaders, and some leaders can use some help. Attending three quarterly meetings and volunteering to lead or assist a leader are ways that you can become involved in Carolina TESOL. In some cases, geographic areas are too large to be convenient. Carolina TESOL will support the formation of new groups; all we need are volunteers willing to lead new groups. Your Regional Representatives are accessible via e-mail, as follows:

Lida Cope	copel@mail.ecu.edu	NC Eastern Regional Rep
Jeff Adams-Davis	jkadamsd@email.uncc	NC Western Regional Rep
Rebecca Hilliard	Rebecca.hilliard@gvltec.ed	SC Upstate Regional Rep
Bryan Blitch	Bryan_Blitch@berkeley.k12.sc.us	SC Lowcountry Regional Rep

Newsletter deadlines are posted on the website. Write articles about things that work for you and share them with colleagues. Let us know what is happening in your local area.

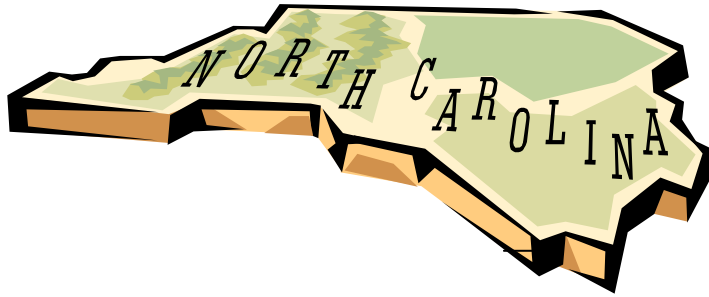
Attach your articles in Microsoft Word to Tracy Hamilton (TPHamilton@wsfcs.k12.nc.us) before the deadline; we'll welcome your contributions. Carolina TESOL needs your ideas!

The big news, of course, is SE Regional. Thanks to hard-working and dedicated board and members, this is shaping up to be one of the best conferences ever. Be sure to read Larry Savage's message for more information and sign up early. Registration and Call for Presentation forms, and links to the hotel are available at www.carolinalesol.org.

My personal goal as your president is to be accessible. I want to hear from you about what we're doing right and your suggestions to make Carolina TESOL a better organization for you. I, too, am a mouse-click away: pmajors@bellsouth.net.

Patricia (Pat) Majors, President

Metro. Area Representatives


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Position Available

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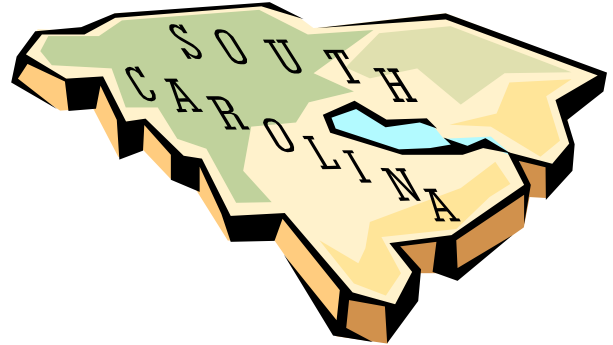
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Position Available

LESS IS MORE
BY TOBY BRODY, DIRECTOR OF ESL
NC STATE UNIVERSITY

By now, we've all become familiar with the term "learner-centered" classroom. We cannot diminish the importance that is placed on creating an environment that is conducive to engaging students in the learning process, one that places students front and center, while shaping learning objectives and implementing curricula.

What are the characteristics of a learner-centered classroom? What are the techniques and strategies that define this model?

Features of the learner-centered classroom include:

- introducing a topic by first activating the background experiences of students
- explaining to students what is expected
- allowing students choice and participation in selected decisions
- forming cooperative learning groups
- selecting material that is personally interesting and relevant
- instilling the belief that students have the competence to succeed
- respecting and valuing students' opinions
- individualizing instruction to personal learning preferences
- encouraging classmates to answer a student's question
- allowing students to assess their own learning

The success of this model ultimately hinges on the time management and planning skills of the teacher.

What's the most effective use of time during a class period? How can we maximize the learning experiences for our students during that fixed time? How can we create learner-centered classrooms? One possible answer: reduce the amount of "teacher talk." "Teachers love to teach," so said a former ESL mentor of mine. Translation: teachers talk too much.

Teachers may be unaware of the extent to which teacher talk dominates. Try this: videotape one of your classes and calculate the amount of time devoted to "teacher air time" and compare it to "student air time." How much of the time are you in the driver's seat? What percentage of the time are your students actively engaged in language interaction?

It is reasonable and advisable to allow your students sufficient time to explore, create, and communicate. If teachers spend no more than 1/3 of a class period in "presentation" mode, that would allow students the remainder of the time removed from the "culture of silence" common in classrooms where teachers dominate. Student "air time" can be in the form of pair practice, cooperative learning groups, physical activity, hands-on tasks, and communicative interaction. Students thus have the opportunity to experience the power of communication, while working toward internalizing the content. Moreover, it sends the message that their skills and knowledge are valued.

"Less of teacher" gives students the sense of empowerment that education can bring. Look at each lesson as an opportunity to strengthen your students' self-esteem as well as language skills.

Adult ESL Interest Section

OK, folks, here's the message:

PLEASE do a presentation session at the fall conference!

Why don't we have more sessions for adult ed.?

When are we going to have more presentations for Adult ESL?

For several years, the committees have received these questions on the post-conference evaluations.

**Here's your chance to solve the problem –
submit a proposal for a presentation!**

Soon you will receive information about the Carolina TESOL - Southeast Regional Conference in Myrtle Beach on Sept. 22-25. The information will include a *Call for Proposals*.

What works especially well in your class or your colleague's class? Have you tried something new that your students like? Has your program overcome an obstacle? Are you using "unusual" material or very "usual" material in a different way? **Share!!!!!!!!!!**

But I've never done a presentation before!

Oh yes you have! You do it every time you teach your class! All we're asking is that you share your experiences and classroom expertise with the rest of us. I assure you that the hardest part is writing the abstract in 50 words or less on the *Proposal* form. If you're uncertain or need a pep talk, email me. **YOU CAN DO THIS!**

Dottie Shattuck
Adult Education Interest Liaison
dottie@shattuck.net

To South Carolina K-12 Teachers

This is the information about receiving professional development credits from conferences such as the Charleston Mini-Conference and SE Regional from Bill Billingsley, Assistant Director, Office of Teacher Certification.

"Teachers in South Carolina who are employed in a public school can utilize a variety of options for renewal credit. These are outlined in the Renewal Credit Matrix located on our web site at www.scteachers.org. Teachers can receive renewal points for activities that are part of a professional development plan that is done in partnership with their school district."

Pat Majors, Carolina TESOL President

Voices from the Sea

Southeast Regional TESOL Conference
Myrtle Beach, S.C. September 22-25 Hilton Kingston Plantation Resort

Call for Presentations

Name(s) of presenter(s) in the order in which you wish them listed:

(contact surname, first name institution(s))
 person 1 _____
 2 _____
 3 _____

contact telephone:
 person's _____ home () _____
 address: _____ work () _____
 e-mail: _____ cell () _____

All correspondence goes only to the contact person. This person is responsible for keeping co-presenters informed. *Please let the Program Chair know of changes in addresses, phone numbers, or e-mail.*

Presentation: Title (95 spaces maximum--this is roughly 9 words):

Type (check ONE): Paper Demonstration Workshop Panel
 The normal time period for a presentation is 45 minutes. Check if a 100 minute slot is needed:

Summary (maximum of 5 lines, 95 spaces/line--roughly 45 words):

Area of Focus (please check all that apply):

K-8 9-12 Admin. Adult ed. IEP/Higher ed. Teacher training. Migrant General

Biographical Statement(s) (maximum of 3 lines, 95 spaces/line--roughly 30 words--for each presenter. Where there are more than one, please try to shorten each entry considerably).

Audio Visual Equipment. What equipment is essential to your presentation?

Transparency projector Chalkboard Flip chart/easel VCR (VHS) Cassette tape player
 (If your presentation uses Power Point, you will need to bring whatever equipment you need with you.)

Room Set-up: Standard seating is theater style. Please note if you need other arrangements:

Scheduling: May we schedule your session more than once? Yes No
 At which times **CAN'T** you present? Fri. a.m. Sat. a.m. Sun. a.m.
 Fri. p.m. Sat. p.m.

Presiders: Presentations will need a presider: someone to check out AV equipment, distribute handouts and evaluations, and generally run interference, leaving you free to focus your energies on your presentation.

My presider will be _____ Please find a presider for me.

Printed Materials: You will need to bring 50-75 copies of handouts. (Carolina TESOL can not be responsible for any duplication.)

Please submit your completed form by mail or e-mail attachment to:

Kathy Powell
 484 Rice Hope Drive
 Mt Pleasant, SC 29464
 E-mail: kpowell5@msn.com

Deadlines: Proposals must be postmarked no later than June 10th and received no later than June 17th, or received by e-mail no later than June 15th, 3:00 p.m.

Reminder: Presenters must register/pay the required registration fee. Please keep a copy of this proposal for your records.

Carolinesol.orgLinks

This year promises to be a busy one at carolinesol.org. Keep your eyes open for frequent updates to the SE Regional TESOL conference. As we approach the dates of the conference, more information regarding the details of the program will be added. Furthermore, I expect to revamp the design of our main site, www.carolinesol.org while continuing to maintain the more “active” pages.

One section of the site that requires constant attention is the Links section. With over 15 pages and nearly 200 links, this area is the most challenging to keep updated. Even though I can run a program that can identify bad links, the software doesn't have the analytical ability to evaluate whether or not the link is still relevant. For instance, a webmaster might revise or delete the content on the page and replace it with information that no longer pertains to our description. Or she might delete the page entirely and replace it with a page that forwards the visitor to the main home page of the site. As far as the software is concerned, these links are alive and well; to the our visitors they are frustrating.

I could use a little human help for checking existing links not only for accuracy but also for content quality. Making finding quality on-line materials should involve more than just one person. For instance, I might post a link to what I think is a great site for on-line quizzes, but someone else out there might know of a better one that I have never seen.

I could use a few volunteers. If you often search for K-12 sites, maybe you would be willing to volunteer to help with the K-12 page. If you are politically concerned, maybe you could help with the Advocacy page. With several of us working on these pages together, we could make this section a much more vital resource to for our local ESOL community.

If you are interested in volunteering or have run across bad links on our site or found good ones you would like included on our site, please read these Frequently Asked Questions:

LINKS FAQs

1. How do you decide which links to include on the website?

The links on the CarolinaTESOL web-site are not intended to be a comprehensive list of links but rather a list of some of the best links in each category. If another site features a good list of links in a certain category, the Carolina TESOL link page usually includes the link to that list instead of listing those individual links again. For example, if there is an existing list of good web pages with listening activities, our site would link to the existing list, not to each web page on that list.

2. I found a link that might be a good one to include on the website. What should I do?

First make sure it doesn't overlap or duplicate what we already have posted on the site. Then make sure it is one of the best in its category. If it meets those guidelines, send it in.

If you come upon a fantastic link for our website, first make sure it isn't already posted on our site. People frequently submit links that already appear on our web page. Also, check to make sure it isn't linked to through one of the other links. For example, before sending the link to the *NCGuide to the Standard Course of Study for LEP Students*, you should check the K-12 links . There you will see a link that says:

ESL/LearnNC: The repository for most of the information regarding ESL in North Carolina Public schools.

Since the Standard Course of Study for ESOL students is something put out by the NC Public Schools, check to make sure that it isn't already listed there. It is, so you shouldn't send in that link.

Also, make sure that it is one of best for its category. Ideally, visitor should be able to view a webpage without having to scroll much. Webpages should be short. Before sending in a site, make sure there isn't a similar site that is better (more comprehensive, easier to navigate, more pleasing to visit etc.)

If the link isn't already included elsewhere and looks better than similar links already up, please send it in with a statement about which links page you think it should go on and a brief (one or two sentence) summary of the web page. The summary may be included with the link if it is used, so if you prefer to not have your summary appear on the web page, please indicate this.

If you think the link should replace an existing one, a sentence about which one it should replace would be helpful. For example, "On the "General ESL Links page, I think <http://www.eslwhatever.com> might be better comprehensive site than <http://www.janseslshop.com> because it includes the same type of links but is easier to navigate."

3. *I found a link that no longer works. Or I found a link that doesn't point to what the description says it should. What should I do?*

Let me know. Send me an email explaining where you saw the bad link and what the problem is. For example, "On the K-12 links page, the link to 'ESL/Learn' is taking me to the main page of NC DPI" or "The link entitled 'ESOL in SC Public Schools' is dead." It is useful if you actually cut and paste the problem link into the message .

4. *How can I help make the links page better?*

Ok, no one has actually asked me that, but if they did I would say, "Write me to volunteer to help monitor one of the links pages."

My email address is webmaster@carolinesol.org Please contact me if you have questions or would like to volunteer.

Amy Hurka-Owen

