



# Georgia TESOL Newsletter

## September 2004

### GATESOL SPRING CONFERENCE MARK YOUR CALENDARS NOW

Dear Colleagues,

This year's Georgia TESOL annual conference will be held on March 4-5, 2005 at the Sheraton Buckhead in Atlanta. The location is convenient to many of Atlanta's finest dining, cultural, and shopping districts.

The theme for the conference this year is "A Year of Languages." We are very honored and fortunate to be able to secure Kathy Mellor as our opening plenary speaker. Kathy is from Rhode Island and was recently named the National Teacher of the Year. She is the first ESOL teacher to receive such recognition. I am sure she will be a great inspiration for all those who attend this year's conference.

We are working on some new strands and hope to have something of interest for everyone at this conference. We encourage everyone to share this information with their colleagues and to plan on attending in March.

The proposal for presenting is available online at [www.gatesol.org](http://www.gatesol.org). We encourage many of you to submit proposals in order to share all of the wonderful ideas you have and implement each day in your classrooms and elsewhere. The deadline for submission is January 15, 2005, but encourage those wishing to present to submit as soon as possible

If you are interested in helping with the conference in any way, please contact the following people.

Conference Chair:

Barbara Beaverson ([barbesl@aol.com](mailto:barbesl@aol.com))

Program Chair: Dell Perry ([dellp@uga.edu](mailto:dellp@uga.edu))

Conference Registration Chair: Pat Allison ([pallison@charter.net](mailto:pallison@charter.net))

Thank-you,

Barbara Beaverson

Conference Chair GATESOL 2005

*See Page 4 for information about Kathy Mellor*

#### Inside this issue:

	2
<i>Message from the president;</i>	
<i>Recognition of Members</i>	3
<i>GATESOL Spring Conference</i>	4
<i>SE TESOL Fall</i>	5
<i>Proposed Changes to Bylaws</i>	6
<i>Free Resources in</i>	7
<i>Certification Program</i>	8
<i>Beverly Benson Travel</i>	9
<i>Lindy Lopez Butner Memorial Mini-grant</i>	10
<i>Baja Teachers training; Peru TESOL Adopt a</i>	11
<i>Membership Form</i>	12
<i>Cuernavaca Workshop</i>	13
<i>Asian Studies Experi-</i>	14
<i>Join TESOL List Serv</i>	15
<i>TESOL Call for Manuscripts</i>	16



## Message from the President

I am thrilled to serve as the president of the best organization in Georgia, GA TESOL. I am excited as well as a little apprehensive about the challenges facing ESOL teachers at every level this coming year. Currently we have over 500 members, but there is still room to grow. If you know of a teacher in the field who is not currently a member, I would appreciate it if you would encourage them to join.

The GA TESOL Board is off to a great start. An orientation was held on June 10<sup>th</sup> at the Colony Square Sheraton Hotel in Midtown Atlanta. It was my distinct pleasure to welcome the newly elected Board members: Barbara Beaverson, 1<sup>st</sup> Vice-President and Conference Chair, Pat Allison, 2<sup>nd</sup> Vice-President and Newsletter Editor, Terry Williams, Treasurer and a past president, Cheryl Wienges, Member at Large, Herschelle Adams, Member at Large, and Susan Firestone, Member at Large and a past president. I exercised my first executive order by creating the President's Advisory Council. It consists of all past presidents and the Georgia Department of Education's ESOL Program Specialist, Dr. Evelyne Barker, and Foreign Language Program Specialist, Elizabeth Webb. Nine Past Presidents were in attendance. Terry Williams noted that this was the largest gathering ever of our past presidents. The Advisory Council will provide a link to our organization's past, relying on their vast knowledge and experience as GA TESOL leaders, and connect us to the present and future with the expertise of the Department of Education's leaders who are on the front line of the ever-changing policies relating to the education of English Language Learners.

The first Board meeting was held on Saturday, August 21. The most important business we conducted was a review and revision of the By-Laws of Georgia TESOL. This was needed because of changes in technology and changes in practice that have occurred since the organization was formed in 1980. A list of the changes appears elsewhere in this newsletter. In order for these changes to become effective, they must be approved by a majority of members who are present at a special meeting called by the Executive Board. The Board approved this special meeting. Thus, I would like to encourage any member who is interested to attend the special meeting at Lawrenceville East on Saturday, November 13<sup>th</sup> at 9:30 a.m. Lawrenceville East is the renovated former Lawrenceville Middle School building, and it is located on High Hope Road, which is right off of Georgia Highway 316. If you can't attend but would like to cast a proxy vote, send an email to me at [erniebl@yahoo.com](mailto:erniebl@yahoo.com)

This year's conference on March 4-5 promises to be the best one ever. Barbara Beaverson has already been hard at work planning for it. Please mark your calendar now and ask your administrator/boss for professional leave on Friday, March 4<sup>th</sup>.

My wish is that every educator who works with English Language Learners has a more fulfilling year this year than the previous years and that every subsequent year is even better.

Sincerely,  
Ernie Blankenship



## Recognition of Members from 2003-04

**Evelyne Barker**, formerly of Cobb County Schools, was named the ESOL Program Specialist for the Georgia Department of Education.

**JoEllen Barnett**, Meadowcreek HS (Gwinnett Co.), became Nationally Board Certified in Early and Middle Childhood English as a New Language.

**Cheryl Benz**, Perimeter College, was awarded the James Alatis Award from TESOL. It was given to her for "outstanding and extended service to TESOL." Cheryl wrote, "My biggest accomplishment has been to become cancer free after ten months of chemotherapy. I still will have to do ten more months of maintenance chemo, but it will be at a much reduced strength."

**Diane Boothe**, State University of West Georgia, along with Julian Stanley, recently published *In the Eyes of the Beholder: Critical Issues for Diversity in Gifted Education*. The book offers the most extensive look available at how gifted education can rise to encourage a more diverse student population and become enriched by the diversity of those children. Topics include the identification of giftedness among an increasing diverse population of students, specific service modification to address diversity, improved counseling and guidance, and specific curriculum and pedagogical methods for supporting the success of every gifted child. The book features such distinctively different points of view from Donna Ford, Howard Gardner, Linda Gottfredson, Robert Sternberg, Joseph Renzulli, Joyce VanTassel-Baska, and many other important authors whose main work for many years has been with a wide variety of gifted and talented students.

**John Bunting**, Georgia State University, led an intensive workshop on "Formal Assessment" from August 3-13 in Tijuana, Mexico. An article about this training is included elsewhere in this newsletter. Also, John was a co-recipient of the 2004 Beverly Benson Travel Grant to attend the 2004 TESOL conference in Long Beach, California. John

**Sutiwan Cox**, director of PATH Academy (DeKalb Co.), has been nominated for the 2005 Atlanta Woman of the Year by the *Atlanta Woman Magazine*. Sutiwan is featured with an interview in the May 2004 issue. The winner will be selected from seven nominees next April.

**Sandra Deltac**, Secretary of GA TESOL and formerly of Gwinnett County Public Schools, received a full scholarship to Emory University's Educational Studies. Sandra is currently working full-time on her Ph.D.

**Luciana Diniz**, graduate student at Georgia State University, received the Beverly Benson Travel Grant to attend the 2003 TESOL conference in Austin, Texas.

**Hoi Doan**, International Center of DeKalb County Schools, was named Teacher of the Year for 2003-04. He is a teacher and ESOL Specialist at his school.

**Magalie A.M. Duignan**, Augusta State University, has been meeting local volunteer ESOL teachers in an effort to form a local GA TESOL chapter. The teachers come from Richmond County Schools, Augusta State University, Augusta Tech, Medical College of Georgia, Aiken Tech, and local churches. Magali, who also teaches and coordinates adult ESL classes at St. Teresa of Avila Church, received a grant from her diocese to help with the education ministry of the church.

**Sheryl Ferguson**, Britt ES (Gwinnett Co.), created a slide show that she and other teachers use to train regular classroom teachers on the needs and strategies for ESOL students in their classes.

**Nancy Foskey**, Dresden ES (DeKalb Co.), was selected as the Teacher of the Year for 2004 last October. Nancy will help select next year's TOTY in October of this year.

**Deb Jackson**, Sugar Hill ES (Gwinnett Co.), was selected as her school's Teacher of the Year for 2003-2004.

This article continues on page 5.



# GATESOL Spring Conference

## CALL FOR PROPOSALS



About  
Kathy Mellor

**RHODE ISLAND ENGLISH-AS-A-SECOND-LANGUAGE EDUCATOR TO BE NAMED NATIONAL TEACHER OF THE YEAR AT WHITE HOUSE CEREMONY**

*Washington, DC, April 20, 2004 –* As an English as a Second Language (ESL) teacher at Davisville Middle School in North Kingstown, Rhode Island for 19 years, Mellor has been at the forefront of designing and implementing a district ESL program since she began teaching there. As she describes it, "because the program deals with the many variables students present, allows ESL children to stay in their home schools, and allows teachers to do a great deal of cross-content collaboration, the program is cognitively demanding and students aren't isolated from their American peers so a great deal of natural language acquisition occurs."

<http://www.scholastic.com/administrator/teachyear/year2004.htm>

### LOCATION:

#### **Sheraton Hotel in Buckhead**

This hotel in prestigious Buckhead is across from Lenox Square shopping and 6½ miles from downtown. All guest-rooms feature Sheraton's signature Sweet Sleeper beds and generous work areas with ergonomic chairs. A dolphin statue and fountains grace the seasonal outdoor pool. A well-equipped fitness center is also on site.

Be a Presenter: Go to [www.gatesol.org](http://www.gatesol.org) to download a **Call for Proposal Form**.

Look for on-line information and future GATESOL newsletters with **conference registration and hotel registration** forms.

The call for proposals for the 2005 GATESOL conference (on March 4,5 at the Buckhead Sheraton in Atlanta) is now available on the GATESOL website. The deadline is January 15, 2005. You need to have Adobe Acrobat Reader (free software) to open the document. the direct link is <http://www.gatesol.org/conference2005/Call2005.pdf> You can also access it via <http://www.gatesol.org>. If you don't see a link to the call for proposals, please refresh your browser (usually this can be done by hitting 'control' + 'r'). If you have any questions, please contact [dellp@uga.edu](mailto:dellp@uga.edu) via email and please type "GA TESOL CFP HELP" in the subject line.

John Bunting  
Lecturer & Testing Coordinator  
Dept of Applied Linguistics/ESL  
Georgia State University



Located on Marta Line (Lenox Station)



**SE TESOL 2004 Conference**  
**September 30 –October 2 Nashville, TN**

The Southeast Teachers of English to Speakers of Other Languages conference will be in Nashville, Tennessee from **September 30 - October 2, 2004**. The pre-conference workshops will be **September 29**.

**TNTESOL** invites you to join us in Nashville for the 2004 Southeast Regional TESOL Conference. The conference is slated for September 29- October 2, 2004 , at the Renaissance Nashville Hotel. Centrally located in downtown Nashville three blocks from the Second Avenue entertainment district, the hotel is in easy walking distance of many of Music City 's most popular tourist attractions and restaurants.



More information can be found on the TNTESOL website: [www.tntesol.org](http://www.tntesol.org)

**Recognition of Members from 2003-04,**  
*Continued from page 3*

**Richard Massey**, Rockbridge ES (Gwinnett Co.), participated in a summer professional learning opportunity in Cuernavaca, Mexico from June 5-20. An article about the trip is included elsewhere in this newsletter.

**Amanda Moneyhan**, Fulton County Schools, was a co-recipient of the 2004 Beverly Benson Travel Grant to attend the 2004 TESOL conference in Long Beach, California.

**Adrienne Ochoa**, Georgia State University, was a recipient of a TESOL Professional Development Scholarship at the 2004 TESOL conference in Long Beach, California.

**Joyce Robertson**, Academic Provost of the Atlanta English Institute, was honored as the 2003 Administrator of the Year. The awards ceremony was held at Pung Mee's Restaurant in Doraville. In addition to the luncheon, she received a certificate awarding excellence, a bonus, and a raise.

**Mark Summers**, Atlanta English Institute, was selected as the Teacher of the Year at his school for the 2004 academic year. The Atlanta English Institute is a private school that provides intensive ESL and test preparation instruction and is accredited by SACS/CITA.

**Marsha Taylor**, Norcross HS (Gwinnett Co.), participated in a summer professional learning opportunity in Cuernavaca, Mexico from June 5-20. An article about the trip is included elsewhere in this newsletter.

**Beth Threlkeld**, Dyer ES (Gwinnett Co.), was selected as her school's Teacher of the Year. She was a semifinalist for Gwinnett County's TOTY. Beth was also honored by being named to *Who's Who Among American Teachers*. This was her third time being selected. She was nominated by a former ESOL student.

**Terry Williams**, Treasurer of GA TESOL and Meadowcreek HS (Gwinnett Co.), spent three weeks in Japan with the Fulbright Memorial Fund Teacher program. Terry also received a College Board Advanced Placement Fellowship. He was also named the ESOL Coordinator at his school.

**Mae Lombos Wlazlinski**, Berry College, is an Assistant Professor and Coordinator of Teaching ESOL Programs and Director of ESOL TIME, a Title III grant. Mae was a participant in the 2004 Asian Studies Development Program (ASDP) Malaysia-Indonesia: Fulbright-Hays Group Project Abroad Program. An article about her summer experience is included elsewhere in this newsletter.

Certainly there are many other GA TESOL members who should be recognized; there was no intention to omit anyone from this article. If you received recognition last year or this year and would like for it to be mentioned in the next newsletter, please contact Ernie Blankenship at [erniebl@yahoo.com](mailto:erniebl@yahoo.com).



## Proposed Changes to the By-Laws of GA TESOL

A special meeting called by the Executive Board will be held on Saturday, November 13<sup>th</sup> at 9:00 a.m. in the **Brookwood Room** of Gwinnett County Public Schools Facility, Lawrenceville East, 723 High Hope Rd, Lawrenceville, GA 30046. All members are welcome to attend and vote on the proposed changes. The parts of the By-Laws that are affected and will be voted on are shown below. The number preceding each proposed change does not correspond to the actual section in the By-Laws, but rather it refers to the proposed change in the order in which each appears in the By-Laws. The number is simply added for the sake of discussion and voting. If you are unable to attend and would like to vote and/or add your opinion to the discussion, email Ernie Blankenship (erniebl@yahoo.com) prior to the meeting.

1. The annual dues shall be specified by the Executive Board. The membership year shall be from April 1 through March 31. Dues shall not be pro-rated for those joining during the membership year.

**New Wording: The annual dues shall be specified by the Executive Board. The membership year shall be one year from the date of joining or renewing.**

2. The President may not serve successive terms of office. The Past President will serve as advisor to the President and will chair any committees as appointed by the President.

**New Wording: The President shall assume the office of Past President for one year following the completion of his/her term. The Past President will serve as advisor to the President and will chair any committees as appointed by the President.**

3. The Second Vice President shall be responsible for promoting membership and shall oversee the functioning of all Special and Standing Committees. chair the Membership Committee.

**New Wording: The Second Vice President shall be responsible for promoting membership and shall chair the Membership Committee.**

4. The Socio-Political Concerns Committee shall inform the membership of socio-political matters of professional concern, co-ordinate GATESOL action in the area of socio-political concerns, and sponsor the annual Public Service Award Dinner. and co-ordinate the Public Service Awards and associated events.

**New Wording: The Socio-Political Concerns Committee shall inform the membership of socio-political matters of professional concern, co-ordinate GATESOL action in the area of socio-political concerns, and co-ordinate the Public Service Awards and associated events.**

5. The election of officers shall be by secret ballot submitted to the Nominating Committee at the Annual Meeting. A simple majority vote of those present shall be sufficient to elect. Proxy votes and mail ballots received prior to the meeting shall be included. The results shall be tallied prior to the conclusion of the Annual Business Meeting by the Nominating Committee and announced to the members present. The results shall be tallied by the Nominating Committee prior to the conclusion of the Annual Conference and announced to the members present.

**New Wording: The election of officers shall be by secret ballot submitted to the Nominating Committee at the Annual Meeting. A simple majority vote of those present shall be sufficient to elect. Proxy votes and mail ballots received prior to the meeting shall be included. The results shall be tallied by the Nominating Committee prior to the conclusion of the Annual Conference and announced to the members present.**



## Free resources in Spanish for our bilingual students and their families

We now have free books and resources on the web (in Spanish) in the academic content areas of math, science, Spanish, and social studies. We also find units of study that address themes related to sex, relationships, health education, addiction prevention, basic family economy and a positive and enjoyable use of leisure time. The idea is to help Spanish speakers to improve their academic achievement and their quality of life, offering basic education and instruction in diverse areas of personal development, academics and work related skills. The needs of diverse and heterogeneous groups are addressed, such as young adults, women, and migrant and rural population, as well as different abilities and economical situations. This resource tries to promote basic literacy and technological development of groups that are, for different reasons, behind the academic schedule. It may be an invaluable resource for students that need primary and secondary education or for adults who want to learn more or get a diploma. It is more appropriate for middle and High school students but also elementary school students can benefit (look at the math books).

These materials are offered by the Mexican government, and are aimed at the 32.5 million people in Mexico and at Mexican emigrants living in the USA who need academic help.

You can find the resources here: <http://www.conevyt.org.mx/>. If you want to go directly to the textbooks, go to: <http://www.conevyt.org.mx/inea/biblioteca/libros.htm> For Spanish speakers that are interested in learning more about this initiative, here is a site with power point presentations that give more information about this project of adult literacy [http://www.conevyt.org.mx/curso\\_filadelfia/c\\_filadelfia.htm](http://www.conevyt.org.mx/curso_filadelfia/c_filadelfia.htm)

The use of the native language when learning content area is a great tool to help students

keep up with, or surpass, the academic advancement of their English-speaking classmates. Many of us are familiar now with the Cognitive Academic Language Proficiency Skills (CALPS), and the Basic Interpersonal Language Skills (BICS), and are already aware of the difficulties that English Language Learners face when immersed in the new USA language and culture. The research is very clear about the importance of using bilingual children's mother tongue for their overall personal and educational development. For more information visit <http://www.iteachilearn.com/cummins/mother.htm>

**Marta Deán, graduate student at the College of Language Education at UGA**

**Note:** Special thanks to Christine Burgoyne for her invaluable help editing the article. I am a native from Spain.

mardean@uga.edu  
(706) 543-2523

## MASTERS LEVEL PROGRAMS AT GEORGIA STATE UNIVERSITY

Do you want to expand your endorsement to a Master's degree in teaching ESOL? Would you like to apply previous TESL courses to certification? Georgia State University now offers two Masters level programs in teaching English as a Second Language. In addition to the MA in TESL offered through the Department of Applied Linguistics and ESL, students can select an ME.d program in Reading, Language, and Literacy education leading to certification in teaching ESOL. Courses are taught by both AL/ESL and College of Education faculty. This collaboration will be really helpful for ESL professionals. See [http://msit.gsu.edu/programs/med\\_ll.htm](http://msit.gsu.edu/programs/med_ll.htm) or <http://www.gsu.edu/~wwwesl/alesl> for more information.



## Certification Support for Bilinguals: The TELL Program

### Are you bilingual?

Would you like to obtain your “Clear Renewable” Georgia Teacher Certification?

Do you feel that you can’t afford the tuition costs, or that you lack a support group to help you through the process?

The TELL Program (Teachers for English Language Learners) may be just what you’re looking for. TELL is a scholarship and support program that helps bilingual individuals enter teacher certification programs, become highly qualified certified teachers, and gain employment in high-need Georgia schools where they can help meet the needs of Georgia’s increasing Latino population. The program is funded by a U.S. Department of Education Transition to Teaching Grant and administered by Dr. Betsy Rymes of the University of Georgia’s College of Education, Department of Language Education.

### Who qualifies?

TELL participants include paraprofessionals, non-certified or provisionally-certified teachers, mid-career professionals, school district employees, teachers who were certified in other countries, skilled volunteers, and others who want to teach in Georgia’s public schools. Applicants must:

- be fluently bilingual and bi-literate in Spanish and English (other languages may be considered if the applicant identify a high-need school for that language),
- be a US permanent resident or citizen,
- have at least two years of transferable postsecondary education
- qualify for admission to an institution from which The University of Georgia (UGA) accepts transfer credit,
- attend bi-annual check-in meetings, and
- teach three years in a high-need school in Georgia after program completion.

### What does TELL do?

TELL can provide financial, academic, social, and school site support, particularly during the last two years of a participant’s program.

- Financial: Up to \$5,000 tuition & fees, and other expenses such as testing and transcript evaluation.
- Academic: English language and test preparation workshops, tutoring, invitations to colloquia, funding to present at local and/or national conferences (all TELL participants were offered a chance to co-present at the 2004 GTESOL conference in Augusta).
- School Site Support: TELL advocates for participants and assists them in interactions with school administrators. For working teachers, TELL may arrange for observations of their current teaching positions in lieu of student teaching.
- Social Support: The TELL support network is fantastic. Beginning with recruitment and orientation sessions, the TELL staff is there to help applicants and scholars throughout the entire process. Social events range from potluck dinners to conference preparation sessions and organized networking activities, including involvement with UGA campus organizations such as Center for Latino Achievement and Success in Education (CLASE), Center for Latin American and Caribbean Studies (CLACS), and the Hispanic Student Association (HSA).

### What else should I know?

Applicants must be able to attend frequent activities on the UGA campus and occasional activities in Gainesville. Recipients do not have to do their coursework at UGA; some TELL scholars are currently attending North Georgia, Gainesville and Piedmont Colleges. Learn more about the program and get an application at <http://www.coe.uga.edu/tell>.

**BEVERLY BENSON TRAVEL GRANT**

Awarded Annually by GTESOL

- Purpose:** To support a teacher or a teacher trainer/supervisor who wishes to attend the International TESOL Convention.
- Amount:** Up to \$1,500 (may be divided among recipients)
- Criteria:** Selection will be made on the basis of need, purpose, excellence in teaching, contribution to the profession, and other criteria listed on this application.
- Procedure:** Your application must be **received by January 21, 2005** along with two sealed letters of recommendation (including one from your current supervisor). The letters may be sent separately. Upon returning from the convention, you will need to submit copies of your convention registration, hotel bill, and air ticket. You will be asked to write an article about your experience at the TESOL Convention for the GTESOL Newsletter. (Your chance of being funded will be greater if you have submitted a proposal and have been selected to give a presentation at the TESOL Conference.)

Your application must contain the following information on the cover page.

**Name:**

**Address:**

**Home and/or Cell Phone:**

**Email Address:**

**Place of Employment:**

**Position:**

**Total Years of Teaching:**

**Years in ESL field:**

**Institutional Support Expected:**

**List previous International TESOL conventions attended:**

**Years of Active Membership in Georgia TESOL:**

**Service to Georgia TESOL:**

\*ATTACH A TYPED NARRATIVE DESCRIBING YOUR PURPOSE FOR WISHING TO ATTEND THE 2003 INTERNATIONAL TESOL CONVENTION ALONG WITH THE TWO SEALED LETTERS OF RECOMMENDATION (INCLUDING ONE FROM YOUR CURRENT SUPERVISOR.)

Send you application no later than January 21, 2005 to:

Ernie Blankenship  
3048 Jonathan Ct.  
Snellville, GA 30039



## 2005 LINDY LOPEZ-BUTNER MEMORIAL MINIGRANT

Whereas Lindy Lopez-Butner exemplified the high ideals of an unusually competent, sensitive, caring ESOL teacher who sacrificed her own time and comfort for the well-being of her students, especially the neediest ones, Georgia TESOL has set up a memorial grant in her honor.

The purpose of the grant is to promote the professional development of a promising ESOL teacher who is a current member in good standing of Georgia TESOL and who has a worthy plan or goal that will ultimately benefit ESOL students but lacks the resources or materials to achieve his or her goal or project.

The Georgia TESOL President will name a Committee Chair and at least two persons to oversee the Memorial Grant. This committee will be charged with advertising the availability of the grant through the newsletter and on line, reading the proposals, and making a recommendation to the GTESOL Board for its approval.

- The grant will be offered on a yearly basis.
- Applicant must be a current member in good standing of GTESOL.
- Grantee must not be a member of the Grant Committee.
- The maximum amount of the grant will be \$1,000.
- The deadline for applications will be December 30, 2004.
- Recipient(s) will be notified before the 2005 annual conference.
- Creativity and benefit to ESOL students will be considered as well as need.
- Grantee may not reapply for at least three years.
- Committee may recommend splitting the grant between two or more people.
- Committee or the Board may decide that no grant will be provided in a given year.
- Grantee will give a presentation related to the project at a Georgia TESOL conference and will write it up for one of the GTESOL publications.
- Applicant will write a proposal supported by *two* letters of recommendation: one from a supervisor and one from a GTESOL member.

The proposal should include the following:

- 1) A cover letter containing the grantee's name, address, phone numbers, email address, employer and address, and position title.
- 2) A brief overview, clear objectives on how students will benefit, a rationale, procedures, pre- and post-evaluation, an itemized budget, and how the grantee intends to share the results of the project with Georgia TESOL.

Any questions regarding the grant can be directed to Ernie Blankenship at [erniebl@yahoo.com](mailto:erniebl@yahoo.com)

To be eligible for the 2005 LINDY LOPEZ-BUTNER MEMORIAL MINIGRANT applicants must mail the completed application no later than December 30, 2004.

**Mail to: Ernie Blankenship, 3048 Jonathan Ct, Snellville, GA 30039**



**English Teachers in Baja  
Benefit  
from John Bunting,  
English Language Specialist**

Twenty-two teachers from the Universidad Autonoma de Baja California(UABC) participated in an intensive workshop on "Formal Assessment" from August 3-13 in Tijuana, Mexico. The training was presented by Georgia State University ESL Testing Coordinator John Bunting. The participants came from UABC campuses in Tijuana, Tecate, and Mexicali, with student populations of 1,500, 500, and 4,000 respectively.

The workshop focused on examining the five main principles of testing, with a constant emphasis on relating theory to practice for the specific EFL environment of the participants. In addition to various in-class activities and readings on assessment, participants created comprehensive final exams for each of the levels of language classes taught at UABC. Using critical thinking skills, analysis and reflection, workshop participants were able to match current course objectives to test specifications and design final test items for use in the upcoming academic year. Participants expanded their knowledge of formal language assessment, and by relating theory to practice and working collaboratively, designed final products to be used within the UABC system.

This program was requested by the APAO Tijuana and funded by the Office of English Language Programs and UABC.

(Editor's Note: The following information was obtained from a news brief from the U.S.

Department of State.)

**Peru TESOL Adopt-a-School Program**

This year, to strengthen our ties with Peru TESOL and the people of Peru, Georgia TESOL participated in the Amazon Rainforest Adopt-a-School Program. The Adopt-a-School Program provides educational materials and supplies for schools in the Peruvian Amazon region. Georgia TESOL adopted the Urco Miraflores Primary School. Our \$350 donation purchased a variety of school supplies, such as notebooks, paper, pens, pencils, and crayons as well as books for the library and balls for physical education classes. We received a letter from the school director, Prof. Elmer Panotello, thanking Georgia TESOL for the donations for each student and the teachers of his school.

Although education is a high priority in Peru, the government is unable to supply these schools with adequate educational materials, nor are students financially able to purchase their own. Anyone wishing more information on the program may visit <<http://www.amazon-travel.com/CONAPAC/html/>



adopt.htm>.



The students are

showing some of the supplies we purchased for them.



# GEORGIA TESOL MEMBERSHIP FORM

**Membership Level (Check One):**

- Individual (\$15)
- Institutional (\$45)
- Full-time Student\* (\$10)

\* For student rates, include signature of a GTESOL member who can attest to the student's status.

\_\_\_\_\_  
(Sponsor's Signature)

\_\_\_\_\_  
(Sponsor's Title)

Last Name \_\_\_\_\_

First Name \_\_\_\_\_

Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_

Affiliation (Who you work for) \_\_\_\_\_

Home Phone: (     ) \_\_\_\_\_ - \_\_\_\_\_ Work Phone: (     ) \_\_\_\_\_ - \_\_\_\_\_

Email \_\_\_\_\_

**Interest Sections:** Select two. Mark '1' next to your main interest and '2' next to your other interest.

- |  |  |
|--|--|
| <input type="checkbox"/> Elementary Education          | <input type="checkbox"/> Secondary Education           |
| <input type="checkbox"/> Adult Education               | <input type="checkbox"/> Administration                |
| <input type="checkbox"/> Higher Ed./Intensive English  | <input type="checkbox"/> Computer-Assisted Instruction |
| <input type="checkbox"/> Immigrant/Refugee Concerns    | <input type="checkbox"/> Research/Professional Dev.    |
| <input type="checkbox"/> English as a Foreign Language | <input type="checkbox"/> Special Needs                 |

**Check any of the boxes in the box below that applies to you.**

I do NOT want my name to appear in the GA TESOL Directory.

I am interested in serving on a GA TESOL committee.

**NOTE: Membership in Georgia TESOL does not include membership in international TESOL.**

Make your check out to **Georgia TESOL** and send it to  
Pat Allison, 3225 River Summit Trail, Duluth, GA 30097



## Summer Workshop in Cuernavaca, Mexico

This summer 30 administrators or counselors, and teachers from 12 schools in Gwinnett County, those that enrolled the highest number of students whose country of birth is Mexico, participated in a summer professional learning opportunity in Cuernavaca, Mexico. This summer workshop was sponsored by the GCPS ESOL/INC Department through the support of NCLB Title III Funds.

We traveled to Mexico City on June 5 and to Atlanta on June 20. During this 2-week time period there were 40 hours of many-leveled Spanish language classes at Teotihuacan which has been in existence for 30 years. There was usually at least an hour of homework each day after class and tests at the end of each week to measure achievement. In addition, this program included field trips to Teotihuacan (where The Pyramid to the Moon and The Pyramid to the Sun are) outside of Mexico City and to other interesting cultural regions. Cultural anthropologists employed by Cemanahuac provided running descriptions of sites and associated lore, the historical geography, related movements of peoples and consequences. We decided a well-taught course in Mesoamerican history would be really worth offering in our schools.

An important part of this program was the home stays that Cemanahuac sets up. This provides all participants with the opportunity to practice Spanish and to get to know something about the culture from becoming part of a family. My fellow teacher and I thought our host mother was an absolute joy and so kind.

Prior to and during our stay we needed to attend 30 hours of a seminar, book discussion, and lectures in addition to the 40 in-class hours of study.

The applications and benefits of our being in such a program within our schools will be varied. A pedagogical aspect that was important for me was evident within two days of returning when I began supervising endorsement candidates who were doing their practicums in ESOL summer schools. When I was in my small group of 5 learning Spanish, often another learner would say an answer before I had the chance to process it. At times I knew an answer right away, but I would delay answering because I knew of the concept of 'wait time.' Therefore, during these observations I could reinforce to these teachers that allowing students time to think about an answer was really beneficial.

Signed, a grateful participant  
Marsha Taylor

(Editor's Note: GA TESOL member Richard Massey of Rockbridge Elementary School also participated in this summer workshop.)



Teotihuacan Pyramids

## **My Experience in the 2004 Asian Studies Development Program**

By Mae Lombos Wlazlinski, Berry College

I just came back from a 5-week participation in the 2004 Asian Studies Development Program (ASDP) Malaysia-Indonesia: Fulbright-Hays Group Project Abroad Program. It was a grant from the East-West Center and co-sponsored by the Malaysian American Commission for Education Exchange and American-Indonesian Exchange Foundation. I was one of the 15 selected professors from different U.S. colleges and universities.

The program was fully packed. It started at the Coronade Hotel in Kuala Lumpur and we were welcomed by the Director of the Fulbright-Hays Regional Office. We stayed in KL for 4 days of lectures and evening cultural performances. Then the tour of Malaysia started and often we stayed in one region for a day and then off to a 6-8 hour bus ride to get to another region. We usually left at 7:30 a.m., so around 4:30 p.m. we would get to our destination. A one to two-hour check in and rest time was usually all we would get because a lecture was scheduled at 6:30 p.m. followed by exploration of the town for dinner. A two-day stay in the same hotel was a treat. We left Malaysia after 2 weeks and we took a ferry to Medan, Indonesia. We crossed the EQUATOR! We stayed for 2 days in Medan, then we journeyed from the East Coast to the West Coast of Sumatra for a little over 2 weeks. Last days were spent in Kuala Lumpur. I took more than 600 images!

The variety in dishes (because of different ethnic groups) was amazing and food was extra delicious! Every place we visited had food waiting for us. Serving food to guests is extremely important in these two countries.

All was not well. The airline lost my baggage for 5 days (that was how this whole trip began), so I had to buy some clothes; then my roommate got sick with bronchitis (additional challenge). Not until I started to have headaches and sore throat that I decided to get single accommodation. Luckily, I felt okay again after a few days.

The group toured different regions of the two countries and participated in lectures on the Malaysian and Indonesian history, economy, religion, education, role of women, Muslim (Shari'a) and civil laws, government, performing arts and culture provided by professors from the University of Hawaii (whose expertise is Southeast Asia) and top academicians from local universities. (It is interesting to note that professors were primarily educated in England; U.S. graduates came second; University of the Philippines graduated plant and animal life scientists; some went to Australia, etc. ) Further, the group visited primary, middle grades and secondary schools in the two countries and exchanged information with administrators and teachers. In forums, I described the teacher education program in my school, Berry College, the English curriculum in the U.S., QCCs of Georgia, ESL programs in Georgia, ESL teacher training in Georgia and in the U.S., competency-based curriculum and alternative assessment among other things.

We visited different Malay villages; Moslem mosques; Buddhist temples; royal palaces; markets; batik and songket factories; coconut, coffee and tea plantations and factories, etc. I particularly liked being mistaken for a local (not to mention the benefits) because I had to challenge myself to explain in Bahasa Indonesia and/or Melayu that I was not a Malay and could speak only Ingerris. Of course, they would insist that perhaps my father or my mother was Indonesian or Malay. Every little effort I made to speak the local language was met with appreciation and excitement. (This confirms how our ESOL students and their parents appreciate U.S. teachers who try to speak their language.) Our tour professors were fluent in the local languages (more than 260 in Indonesia), so the locals would explain to them why I was Malay or Indonesian. The confusion I created always got resolved with everybody laughing.

Contrary to popular fear of violence towards Americans, our group was met with respect and generosity by the people and leaders of both countries. We were treated as special guests by our hosts, but even ordinary folks on the streets talked to us and welcomed us. Several of us were treated to lunch in the homes of locals we met in churches and shops.

One Sunday, two Catholic parishioners took me to the pastor's residence after mass and there I was given blessing, tea and sweets. My good luck did not end there because on my walk back to the hotel (where the Dutch colonizers declared and granted the independence of Indonesia), I stopped at an antique souvenir shop. Here I met a hadji and a hadja. They own the store. Although I refused their offer of lunch several times because I did not want to impose on them, I ultimately had lunch at their home that same day. Later at the lecture, I shared this story of trust and kindness. Everybody got a kick when I told them that I came back to the hotel with the hadja via first class transportation, a chauffeured very late model Mercedes Benz.

My research interest focused on several issues: (1) the status of English in schools and in society and the role of the government in promoting such status, (2) the maintenance of linguistic diversity while promoting a national language, (3) cultural learning styles, and (4) comparison of the two countries' K-12 curricula and the Georgia curriculum to assess comparability. All these will inform my preparation of preservice and inservice teachers in addressing the needs of a diverse population. Besides, a quick linguistic analysis of Bahasa tells me that reading teachers or any teacher must know that teaching how to read Bahasa is different from teaching how to read English. This was of interest to me too.

On the last day of the study abroad, participating professors presented their proposals: (1) a curriculum for a new course, (2) revisions to an existing course, and (3) outline of teaching modules. As a final product, participants will submit a progress report on the implementation of their projects several months later. We all agreed that the information we received was overwhelming and would require time to process, and the study tour was both enjoyable and challenging. On the whole it was well worth our time!

Certainly, my study has been quite fulfilling personally and professionally.

### **JOIN GATESOL LISTSERV**

John Bunting is the creator of **GATESOL Listserv**. If you have not received any email from John regarding your interest in being included, please email [jbunting@gsu.edu](mailto:jbunting@gsu.edu)

#### **Some rules for using the listserv:**

1. Try to send only messages that you feel really apply to the entire list.
2. Be careful not to post personal emails to the entire list.
3. Keep commercial stuff out of here, although job listings are a good thing!
4. Remember that email and listservs are not always intuitive, so if someone posts something by accident, be patient and understanding. It's easier to just delete than make a big deal of it.
5. Finally, if you have any problems, please contact me, John Bunting, at [jbunting@gsu.edu](mailto:jbunting@gsu.edu). I'll do my best (my volunteer best!) to fix it.

John Bunting, Lecturer & Testing Coordinator  
Dept of Applied Linguistics/ESL  
Georgia State University



**Georgia TESOL**

**Georgia TESOL**  
C/O Pat Allison  
3225 River Summit Trail  
Duluth, GA 30097

Email: [gatesol@yahoo.com](mailto:gatesol@yahoo.com)



**Georgia TESOL**

**We're on the Web  
at [www.gatesol.org](http://www.gatesol.org)**

Mailing Address Line 1  
Mailing Address Line 2  
Mailing Address Line 3  
Mailing Address Line 4  
Mailing Address Line 5

## ***TESOL IN ACTION*** **Call For Manuscripts**

Georgia TESOL in Action, a refereed journal, looks forward to hearing from you. Our audience's willingness to write for us and to make suggestions are keys to the success of our journal. We encourage you to submit manuscripts and ideas that relate to practical applications of TESOL, as well as theory and research.

Manuscripts are reviewed by members of the Editorial Advisory Board for two publications annually. Guidelines for Contributors Manuscripts under 1000 words are preferred, but longer manuscripts of significance will be considered. All copies should be double spaced with standard margins. Contributors should follow the guidelines of the Publication Manual of the American Psychological Association. Prospective authors are encouraged to submit manuscripts on computer diskette. Word processing software compatible with the Apple Macintosh is preferred. When submitting,

please include a cover sheet giving the author's name, professional affiliation, address, and telephone number. The first page of each copy should begin with the title of the manuscript, with carefully proofread text following in the correct format.

Diskettes and manuscripts for the upcoming issue should be submitted to:

**Diane Boothe, Editor ,TESOL in Action**  
Curriculum and Instruction  
State University of West Georgia  
Carrollton, GA 30118  
Telephone: (W) 770 836 4768  
(H) 770 832 2086  
e mail: [dboothe@westga.edu](mailto:dboothe@westga.edu)

Members will be receiving a new edition of *TESOL in Action* very soon.