



VATESOL President's Message

A Look into Content-Area Classrooms: Helping Teachers Ensure Excellence in Teaching English Language Learners



The theme I have chosen for my year as VATESOL president is "Helping Teachers Ensure Excellence in Teaching English Language Learners". As I reflect on VATESOL's mission statement:

...a professional organization dedicated to promoting professional development, strengthening instruction, and supporting research opportunities at all levels for teachers and administrators of ESL/EFL/ESOL.

I realize the importance of collaboration with other professionals. Collaboration with those representing a variety of teaching contexts will allow for a greater diversity in our association. This diversity in teaching orientations and perspectives will help us learn from one another with the purpose of creating a cohesive structural whole that will bind us together and help us identify venues for our ESOL students to succeed in schools.

With this focus in mind, my goals for this year are to:

- Identify critical needs mainstream teachers have working with English Language Learners and address those in our VATESOL meetings,
- Expand our VATESOL Newsletter to incorporate articles on effective teaching strategies in content-based classrooms,
- Create initiatives to recruit non-ESL members to the organization,
- Increase the VATESOL membership pool.

To achieve these goals, it is important that we pool our strengths and contribute our special

talents to the organization.. Your involvement in VATESOL represents the backbone of this organization. Your participation enhances your and others' opportunities to grow as a professional. This life-long learning commitment is the essence of being an effective educator.

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An Update on the Implementation of the No Child Left Behind Act of 2001 for Limited English Proficient (LEP) Students in Virginia

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The reauthorization of Public Law 107-110, the *No Child Left Behind Act of 2001*, stipulates two assessment requirements for LEP students. In section 1111(b), the law requires the state to demonstrate that all school divisions within the state beginning with the 2002-2003 school year provide an annual assessment of English language proficiency that measures the students' oral, reading, and writing skills. Additionally, in section 1111(3)(A), the law requires academic assessments in mathematics and language arts/reading for all students in grades 3 through 8 and end-of-course classes. The July 5, 2002, Federal Register, clarified that inclusion of LEP students in the state academic assessment system could, to the extent practicable, include assessments in the language and form most likely to yield accurate and reliable information.

In response to the federal requirement to include LEP students in the state academic assessment system in reading and mathematics, Virginia has received approval for LEP students in grades 3 through 8 at the lower levels (level 1 and level 2) of English language proficiency to use state-approved assessments linked to the Standards of Learning. Decisions regarding LEP student participation in the state assessment program must be guided by the school-based LEP committee as described in the *Regulations Establishing Standards for Accrediting Public Schools* in Virginia, 8 VAC 131-30 G. LEP students cannot take assessments linked to the Standards of Learning for more than three consecutive years.

Beginning with the 2003-2004 school year, LEP students in grades 3 through 8 at the lower levels (level 1 and level 2) of English language proficiency will be able to use the reading section of the English Language Development Assessment (ELDA) as a proxy for the reading section of the Standards of Learning assessment. Additionally, these same students will be able to take a plain language version of the Mathematics Standards of Learning assessment.

Virginia is one of 14 states participating in a consortium under the leadership of the Council of Chief State School Officers (CCSSO) to develop the ELDA. The ELDA will serve as one of the English language proficiency assessments for LEP students. For the 2003-2004 school year, school divisions will have the option to use the ELDA or submit for State Board of Education approval the use of additional English language proficiency assessments to meet the English language proficiency assessment requirement.

For more detailed information regarding Virginia's approach to implementation of the *No Child Left Behind Act of 2001*, the *Virginia Board of Education, Consolidated State Application Amended Accountability Workbook* can be accessed via the

Virginia Department of Education Web site at: <http://www.pen.k12.va.us/VDOE/nclb/VA-AcctWbk.pdf> or via the United States Department of Education Web site at: <http://www.ed.gov/admins/lead/account/stateplans03/index.html>.

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- Federal Register, Part VI, Department of Education, 34 CFR Part 200, Title I— Improving the Academic Achievement of the Disadvantaged; Final Rule. July 5, 2002.
- Public Law 107-110, the *No Child Left Behind Act of 2001*.
- Regulations Establishing Standards for Accrediting Public Schools* in Virginia, 8 VAC 131-30 G, September 28, 2000.
- Virginia Board of Education, Consolidated State Application Amended Accountability Workbook, September 10, 2003.

Suggestions: Working with ESL Students Who Have Special Needs in Reading

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In this article, I will share three selections I referred to in my talk at VATESOL, along with instructional suggestions. Teachers are in a unique position to create positive attitudes in children learning English as a second language. They can do so by adopting methods, materials, and ideas that are linguistically and culturally sympathetic to the students' backgrounds (Cooter, 1990). Field and Aebersold (1990) suggest, "What is most important is that we remain aware of how culture functions as a cognitive filter for all of us, shaping our values and assumptions, the ways we think about reading, and the ways we teach reading" (p. 410).

One way to accomplish this is by using a variety of text resources, including literature, in ESL instruction. Such use of multitext can provide many levels of literacy in a classroom, as well as many different kinds of experiences and backgrounds. As Cook and Gonzales (1995) point out, teaching ESL with literature can illustrate for learners the human experiences that are common to all cultures.

When the teacher reads literature aloud, ESL students have an opportunity to practice English in a non-threatening and enjoyable environment. They reap such benefits as: hearing an expressive model of the English language, practicing listening skills, hearing and becoming familiar with words they will soon be

reading, and developing a familiarity with a story they might read and study after the read-aloud.

An activity I often use to introduce a piece of literature I am going to read aloud is BRIAB (Book Report in a Bag). The presenter (which could be the ESL student who is giving a book report, or the teacher, who is going to read aloud and wants the students to listen to English being used) selects objects that represent events or important points in the reading material. These objects are placed in a bag and pulled out one at a time, with either a presenter explanation or student guesses about the objects. Either way, English language is heard and practiced. For *I Hate English*, some objects I chose were: a toy covered wagon, sea shells, and letters spelling TRIP. As you read my description of this children's book, you will see why I chose these objects and why I recommend this book for ESL students.

Teachers are in a unique position to create positive attitudes in children learning English as a second language. They can do so by adopting methods, materials, and ideas that are linguistically and culturally sympathetic to the students' backgrounds

A Reluctant Learner

Mei Mei in *I Hate English* by Levine does NOT want to learn English. She likes living in Chinatown, where her culture and language surround her. She sees no reason to change. Yet, her teacher patiently expects her to learn English. She resists, but becomes enticed by stories written in English. On a walk with her teacher, she discovers that English might be useful outside of Chinatown.

Mei Mei illustrates the fear a learner can experience, wondering if the native language and culture will be lost. She is fighting to keep what is important to her. She worries that she will forget the words to express herself in Chinese if she uses English too often. "She felt she might lose something." She dreams that she has gone to China and cannot even remember her name.

Sometimes a second language learner becomes overloaded with new information. Too much is happening at once; too many new concepts are being introduced. The learner, who seems to have learned very successfully, may suddenly seem to regress or stop learning. Mei Mei tells her teacher to "STOP! FOREVER TALKING!" Mei Mei cannot take it all in

and wants a chance to stop hearing the English all around her. If a learner does not feel comfortable to step back and take it one step at a time, language shock may occur. Time to absorb the overload of information is needed. Mei Mei's teacher does give her plenty of time, knowing that Mei Mei will find her own balance. By the end of this children's novel, Mei Mei herself is forever talking English but also recognizes that certain thoughts of hers will always be best expressed in Chinese. At the end of the story, Mei Mei "talks in Chinese and English whenever she wants."

I Hate English! is children's literature; the entire book can be read aloud in a few minutes. Because Levine expresses so well the anguish of a second language learner who feels caught between two worlds, and because of its brevity, this selection has been well-received by ESL students.

Adapting like Chameleons

The second book I shared is *Grab Hands and Run*. The twenty chapters of *Grab Hands and Run* by Temple lend themselves to an interactive reading format. The teacher might start by reading the first two chapters aloud, then alternate students' silent reading with read-alouds throughout the book. Because the novel is so rich with ESL issues, discussions should occur often, at least once during each chapter.

If each ESL learner could read his or her own copy of this novel, as the teacher reads brief passages, following along as the teacher read aloud, each could see how the written word in English sounds in an expressive context. Discussion would encourage not only involvement and critical thinking, but also would provide the opportunity for and practice in using the English language which ESL learners need so much. (I can include only one example of a read aloud and matching instruction within this article, but the monograph *Read It Aloud!* contains several more from this book and many other read aloud suggestions.)

Learners should not think that they have to abandon their own cultures when they learn English. If they feel that they must keep quiet, or always be chameleons, they may resent using English.

One issue for ESL learners is the many challenges to be met as they adapt to North America. As Felipe and his family move from the countryside to the city and from country to country they encounter a

variety of cultural situations to which they must adapt. One is the use of different dialects in the same language. In order to adapt, one must know how to express oneself within the circumstances. As Felipe, Romy and Paloma walk towards freedom, they are warned,

"'Walk east,' Josefina urges us. 'Find a boat. Don't talk any more than you have to. And when you do, remember, we Guatemalans say *aldea* for village, not *cantón*.'

Josefina has been correcting our Salvadoran way of speaking. 'It is not that our Guatemalan way is better, Felipe,' she says carefully. 'Your way of speaking is beautiful, too. But you don't want to draw attention to yourselves. You need to adapt, to belong everywhere. Like fish in a stream, you need to be.'

'Chameleons,' says Romy.

'Chameleons with language,' says Josefina, smiling."(p. 65)

One question about this read-aloud might be: Have you ever noticed that people use different words to express the same meaning? Can you think of examples? For instance, in the Midwestern United States, people often say "sack," where Northerners say "bag." Some Southerners "cut off" lights, while many Northerners "turn off" lights.

The above passage also illustrates the issue of acculturation versus assimilation for an L2 learner. Learners should not think that they have to abandon their own cultures when they learn English. If they feel that they must keep quiet, or always be chameleons, they may resent using English. A question such as the following might help an ESL learner express emotions about this issue: Have you ever felt "safer" not saying anything so you won't draw attention to yourself? When did this happen? Do you think that keeping quiet is always the best solution? Is it for Felipe's family?

Crash Course in Japanese

Many in the audience seemed to enjoy the essay by Dave Barry, "Failing to Learn Japanese in only five minutes" (found in the book of essays *There's no toilet paper on the road less traveled* collected by Lansky). Barry describes for readers how he failed to learn Japanese. First, he started too late — in mid-air on the way to Japan. Next, he could not make a connection between the symbols of Japanese writing and his knowledge of English grapheme-phoneme relationships — the symbols all looked the same to him and he could not make an inter-language transfer. Finally, he writes,

"Before I fell asleep, I was able to devote nearly an hour to the study of the Japanese language. My ultimate goal was to learn how to say, "I do not speak Japanese" in fluent Japanese, but I decided to start with "Thank you."

His frustrations, shared with his wonderful sense of humor, could help ESL students relax and share their own funny stories about trying to learn English.

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It's Acronym-ious!

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Everybody's talking about SOLs, NCLB, AYP, ELP and ELDA. Using acronyms is efficient (as long as communicators all know what they stand for), which makes acronyms an essential part of the jargon of every profession. In TESOL, as in education generally, acronyms are especially ubiquitous. But if our familiarity makes us take these terms for granted, we may overlook some of the underlying issues that are implied by these increasingly common terms.

I would like to review some of concerns raised in several sessions at the September 2003 VATESOL conference relating to the SOLs, NCLB, and AYP which are of particular concern to teacher educators

and program administrators, as well as to ESOL educators in general. My goal is to raise awareness of some underlying issues behind the quick and catchy acronyms that we use constantly.

Although the Virginia Standards of Learning (SOLs) are not new, in 2004 they take on new meaning, as this is the first year that students, *including LEP students*, will have to pass end-of-course SOLs in order to graduate from high school. Furthermore, the federal No Child Left Behind Act (NCLB, the 2001 Reauthorization of Elementary and Secondary Education Act) makes schools accountable for having all students, *including LEP students*, “meet the same challenging state academic content and student academic achievement standards as all children are expected to meet” (P.L. 107-110, sec. 3102(1)). As a result, beginning this year, the SOLs have very high stakes for both students and schools.

A student who fails to graduate based on SOL scores might wonder why she is being denied a diploma when the NCLB says it is the school or school district that should be accountable for leaving her behind.

Most people, including educators, support the goals of the SOLs and NCLB. We want to ensure when students complete their public education that they are indeed educated, so we have established the Standards of Learning to verify that students understand a standard set of core concepts in the content areas. We also want to ensure that all students have equal opportunity to learn these core concepts, and so the principle of leaving no child behind holds schools accountable for the success of all students, including LEP students. However, between these two principles—equal standards to be met by students and accountability of schools for equal educational opportunity—there is a potentially dangerous gap.

If we use the same tests to determine who will graduate *and* to determine which schools have succeeded, there could be a serious conflict. It is rather like a chicken-and-egg situation. On one hand, the state standards are supposed to determine who is qualified to graduate. On the other hand, they are used to identify schools in need of improvement where pass rates are low. These two high-stakes purposes of the SOLs call into question the validity of the tests. How can we be sure the test is measuring what it is supposed to measure if we are using the same tests to evaluate both the students and the schools?

Perhaps a more serious problem is the impact on students. A student who fails to graduate based on

SOL scores might wonder why she is being denied a diploma when the NCLB says it is the school or school district that should be accountable for leaving her behind. In a December 2000 report, the Office of Civil Rights of the U. S. Department of Education suggested that states could be liable for civil rights suits if students can suffer high-stakes consequences for which the school is purportedly being held accountable (p. 3).

Another issue of concern with NCLB is the requirement for adequate yearly progress (AYP) of LEP students. We not only have end-of-course standards, we also have to ensure that LEP students make progress each year (P.L. 107-110, sec. 3102(8)). How are the performance goals determined? As explained by Roberta Schlicher in her session at VATESOL, the Virginia NCLB proposed performance goals for 2003-04 are that 20 percent of LEP students who have been in the system for one full academic year progress by one proficiency level on an ELP test and that 10 percent of those who have been in the system for 3 to 5 full academic years become NON-LEP. To become NON-LEP means that the student has maintained English proficiency for two years after exiting the language instruction program.

How much time is allowed for a student to continue receiving language instruction services before being changed to NON-LEP status? The answer right now, according to Roberta Schlicher, is “It’s a local decision.” However, there is a time limit lurking in the future for Virginia LEP students. The Virginia accountability plan under NCLB establishes benchmarks for pass rates from 2003-04 through 2013-14. The bottom line is that 100 percent of students, *including LEP students*, will pass reading/language arts standards and mathematics standards by 2013-2014. Since students who have been in the state school system as LEP for 3 to 5 years will be counted as LEP, it means that by 2014, students will have just three to five years to reach state established standards in language arts/reading and mathematics.

However, given the most recent “scientifically based research,” the definition of “adequate” yearly progress is unreasonable, because we cannot expect 100 percent of LEP students to achieve the level of their peers in academic language within 3 to 5 years.

To most professionals in TESOL, the irony of AYP is in the very next section of NCLB, where it states that schools should design instructional programs

using “scientifically based research on teaching limited English proficient children” (P.L. 107-110, sec. 3102(9)). We are all familiar with the research on BICS and CALP, the two most important acronyms for every ESOL educator. Research by Thomas and Collier (1997, 2002) shows that while LEP students can acquire basic interpersonal communication skills (BICS) in 2 to 5 years, it takes 7 to 10 years for LEP students to reach the level of their native-speaking peers in cognitive academic language proficiency (CALP). If LEP students have instructional programs designed to develop their CALP, they will show yearly progress.

A further problem with AYP involves LEP students who enter the school system after eighth grade. The Virginia accountability plan under NCLB states that all students will be tested for end-of-course SOLs, and there are no exemptions for newcomers. Therefore, on the test in which the stakes are highest and the level of CALP is the most demanding, students will have less than three years to accomplish what research shows takes seven to ten years! It seems that LEP students in high school have not just been left behind by No Child Left Behind—they have been left out.

As mentioned above, there are more “acronymious” terms on the horizon with the recently approved English Language Proficiency (ELP) Standards of Learning and the forthcoming language proficiency test being developed for LEP students in Virginia (ELDA). These issues will be closely scrutinized by ESOL teacher educators and program administrators in the coming year. But for now it is enough to consider the implications of SOLs, NCLB and AYP.

Because of their frequency and efficiency, acronyms can easily become part of the background noise in educational discussions, something we take little notice of. Because they are such a common and essential part of our professional discourse, they acquire an official cachet, making them seem beyond debate. And because the nature of acronyms indicates that users share common knowledge about their meaning, those meanings are rarely part of the discussion. For these reasons, I decided to probe some of the implications underlying the acronyms that we are hearing so often these days. I hope the issues discussed above have raised awareness of the complexities and pitfalls underlying the quick and catchy acronyms in our field.

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Elementary SIG Meeting

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There were about 20 people in attendance at the Elementary Ed SIG Meeting Saturday afternoon, October 11, in Charlottesville. We began our meeting with an informal question and answer period about the No Child Left Behind legislation and what it means to elementary education. We discussed the levels of English proficiency and the proxy tests for levels 1 and 2. Also, we discussed the IPT test and its conversion to 4 levels. Everyone agreed that “to go low” was a good option.

The cost of the test was mentioned as was the fact that there might be money from the government to help with this cost. There still seem to be a lot of unanswered questions and concerns concerning the NCLB legislation and its effect on our students.

The second part of the meeting dealt with strategies to help struggling readers.

We only had a few minutes to share ideas. Pre-reading ideas included matching figures from one bucket to similar shapes in another bucket. We discussed all the variations that were possible with using shapes, figures, colors, etc. in buckets. Students love matching games and beginning with the letters and sounds gets their interest. I shared my experience with a phonics program I learned at a week-long workshop last year called The Orton-Gillingham Phonics Program. It is aimed at learning disabilities, but works well with second language learners. It uses a variety of teaching

methods that incorporates all of the different learning styles. The meeting ended with a demonstration of how to use index cards to help students remember spelling and vocabulary words.

Higher Ed SIG Report

Kieran Hilu

English Language Institute of Virginia Tech

A hurricane may have delayed the October VATESOL conference, but it certainly did not disrupt it. All the participants I spoke with felt it was informative with excellent sessions and that the organizers had done a fantastic job.

At the end of the day, members of the Higher Ed SIG met to discuss today's challenges facing administrators, instructors and students. The main topics were SARS, SEVIS, the economy and Department of Homeland Security.

The initial issue discussed was the SEVIS system. Members discussed how to best follow regulations, how to make sure students have correct information and when it is necessary to report out of status students. Some students are overly concerned about violating rules while others have a more casual attitude. Some students are not concerned about their status, but they should be reminded this is a short-sighted approach. As professionals, they may later want to attend conferences here. Having been out of status could affect their being allowed to return to the US.

As new regulations are being passed and old ones enforced for the first time, it is crucial that students clearly understand the rules. Some institutes orient students each term, asking them to sign a summary of important regulations. Having students actually sign a document seems to be an effective way to focus students on the rules and their importance.

The main topics of discussion were SARS, SEVIS, the economy and the Department of Homeland Security.

Another suggestion relevant to new students was to have returning students mentor new students, perhaps translating some of these regulations in L1 so students can fully understand them. In order to help students understand new and complex immigration policies, one participant wondered if international faculty could address new students in their native languages on these important issues at the beginning of a semester.

Judy Richardson offered the creative suggestion to use the regulations as a reading exercise.

By teaching students how to understand the laws, we would also be teaching them a bit of 'legalese' and giving them some independence in finding out information themselves. This can be quite important since the regulations are quickly changing, and faculty advisors may provide students with incorrect information. Unfortunately, it is often the student who will suffer the consequences of any misinformation. For instance, faculty may not be aware that international graduate students must be enrolled for 12 hours or they are considered out of status. A well-meaning professor may counsel a student to drop back to 9 hours not realizing the consequences.

As part of this discussion, concerns were expressed regarding the financial costs and logistical difficulties students have when applying for a visa to come to the US. This, perhaps more than economic issues, has contributed to lower enrollments at various institutions. Also, tuition, particularly at community colleges, has risen quite a bit in many states. This also discourages students from coming here. Jennifer Jacobson has a very informative article, "Foreign-Student Enrollment Stagnates" in the November 7th issue of *The Chronicles of Higher Education* relevant to these issues.

In relation to government regulations and oversight, concerns were raised about how far institutions should cooperate with the DHS. One member felt strongly that universities should not be involved in investigations of students since this is the job of the FBI. How strongly should universities uphold the privacy of students is a difficult area for international student advisors?

Another area of concern was the potential for another outbreak of SARS (Severe Acute Respiratory Syndrome). Discussion centered on what policies were in place and what types of policies might be needed. Although it is hoped that the US Customs and Immigration Services will be the first line of defense, it is important to have good communication between programs and local health services. It is also important for programs to have a contingency plan as well as to inform students of the symptoms of the illness, and what they should do if they feel ill. Duke has an excellent web site which can provide information and ideas about what type of planning we might consider (<http://www.hr.duke.edu/eohw/sars>).

Although the times and the topics are challenging to say the least, sharing concerns, problems and solutions was a valuable activity for all the participants. We expressed the need for communication with students. We should also realize the value of communication with each other. As the new Higher Ed SIG representative, I will be happy to serve as a conduit for communication among our

members so that we can better deal with the challenges we face today.

Impressions of the VATESOL Conference

Niki Tribble
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Student in Teacher Education

I had no idea what to expect when I was on my way to the VATESOL Conference. I was originally only going because it was paid for by Professional Opportunities for Developing Excellent Teachers (PODET), a grant that I received from VCU. A part of me thought that it would be just like most conferences held in a big room with many speakers discussing the importance of SOLs. I was so excited to find it was completely opposite of that. I went to five very different, very informative sessions throughout the day.

I am so glad that I went to the VATESOL conference and hope to attend next year. It certainly exceeded my expectations and was very informative. I was able to meet a lot of really nice people, some who were already teachers and some who would be future teachers.

The first session actually was about the English Language Proficiency SOLs. It was basically an update about the requirements and statistics on the SOLs for ELP students, which I found very interesting because I didn't even know they had SOLs for ELP students.

The second session I went to was lead by Dr. Judy Richardson. She is my current advisor at VCU and is in charge of the PODET grant that is offered to VCU grad students. In her session she discussed PODET and what it involves. I already knew most of it because I am part of PODET; however, it did explain in more detail to me the classes I would need for the added endorsement of ESL and exactly what PODET would pay for.

Dr. Richardson also led the third session that I went to. She discussed working with ESL students and reading. She introduced some ideas and activities that I am sure are very useful and productive when teaching

reading and working with ESL students. One of the activities that was new to me and I thought was a really neat idea was BRIAB, which stands for "Book Report in a Bag." With this, the students can bring in a bag full of objects that tell about their book, which makes for a great reflection activity. One book that she discussed was called *I Hate English* by Ellen Levine, and I thought this would be a great book to read to or with elementary ESL students because it discusses something they can probably relate to.

The final two sessions I attended were very informative. One was led by JMU students who discussed a good method of teaching vocabulary. The idea was to use concept maps, which allows the students to not only learn and retain their vocabulary words, but also see how the words connect. All of the first four sessions I went to really led up to the final one.

The speaker was there to show the books that could be used for ESL students. They were titled *Visions* by Thomson and Heinle. I thought they would be great books to use for teaching ESL students. They come in four levels and discuss language, literature, and content. They come with CD ROMs, cassettes, books, videos to help with visual, audio, and hands-on learning of ESL.

I am so glad that I went to the VATESOL conference and hope to attend next year. It certainly exceeded my expectations and was very informative. I was able to meet a lot of really nice people, some who were already teachers and some who would be future teachers. I am honored to be a part of the PODET grant and very thankful for the opportunity to attend these wonderful conferences with people who are interested in the same field as I am.



Impressions of the VATESOL Conference

Sofya Lochilova,
Visiting Scholar at VCU from Kazakhstan

The VATESOL conference on 10/11/03 was my first American conference for teachers. It was interesting to see how American teachers organize their professional conferences and what they discuss at such meetings. I was absolutely satisfied. And I was impressed by the warmth, understanding, support and desire to share, and by the thorough organization with everything well thought out. The lunch and refreshments were included in the very reasonable registration fee.

Teachers could find a lot of diverse books and textbooks at the exhibition, and everybody was very excited about the lottery which raffled books and a TESOL membership. These were exactly the prizes teachers would like to get.

I was pleased with the great variety of sessions. The speakers were vivid and expressive, presenting very interesting topics and activities. Unfortunately, we couldn't attend all the sessions, but we did have an opportunity to get all of the hand-outs.

Every teacher has his/her own ideas, always creates something. But as the proverb says, 'Two heads are better than one head'. At this conference there were many smart 'heads', whose experience and fresh ideas can help a teacher develop one's own ideas and improve teaching skills. I am sure, to be a successful, not boring teacher, you should be unpredictable for your students, and to be unpredictable you should know tons of different activities.

I very much liked Suzanne Newell's presentation, which focused on developing a supportive community of writers, the importance of story telling, graphic organizers as tools for prewriting, and the power of picture books. And though I can't use this very way of teaching (as it is for elementary level and I'm teaching university students), some new ideas occurred to me while I was listening to her.

Dr. Solange Lopes-Murphy's group suggested some practical ways of effective vocabulary teaching to a class of students at a wide variety of levels of English proficiency. This theme is very topical for most schools. And in ten minutes we were taught ten foreign words in the target language by Dr. Lopes-Murphy.

The listeners were inspired by Dr. Judy S Richardson to find challenges and opportunities working with ESL students who have special needs with reading skills.

VATESOL is a kind of inexhaustible source of multiple activities your colleagues are eager to share with you. And you can share your problems and heaviness. Together we can find solutions. My grateful thanks go to the organizers of the VATESOL conference, especially to Dr. Richardson, who gave me the chance to attend this conference, and to Lori Lucas who gave me a ride to Charlottesville and was my guide there.



News from NAFSA

The Region VIII NAFSA conference was held in Portsmouth, VA on November 19-22 at the Renaissance Portsmouth Hotel. Approximately 300 individuals attended the conference whose theme was "Changing Times, New Opportunities." Although there were no sessions devoted solely to ESL concerns, program directors found much to ponder at the several sessions devoted to SEVIS. The city of Portsmouth itself emerged as an exciting new place with lots of interesting restaurant choices and restored historic neighborhoods, along with the exciting and ever-changing panorama offered by the busy seaport.



Treasurer's Report Fall 2003

Balance 10/10/03	\$5,428.20
Income	
Membership Dues	\$783.00
Conference Fees	\$1665.00
Vendors	\$450.00
Total Income	\$8326.20
Expenditures	
Speaker	\$300.00
UVA Facilities Management (tables and chairs)	\$88.00
Aramark (catering)	\$1437.06
Printing (programs & registration materials)	\$208.65
BB&T Checking Fee	\$37.45
Total Expenditures	\$2071.16
Balance 12/2/03	\$6255.04

2003-2004 VATESOL Officers

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Calendar of Spring Events

**Virginia ESL Supervisor's
Conference (VESA) Conference**
January 30-31, 2004
Fort Magruder Conference Center
Williamsburg, Virginia
Conference Contact: Margaret Rose
at mrose@pen.k12.va.us

TESOL 2004
March 31 - April 3
"Soaring Far, Catching Dreams"
Long Beach, California
Contact information:
conventions@tesol.org
<http://www.tesol.org/conv/index-conv.html>

VATESOL Spring Activities
TBA February

Virginia Teachers of English to Speakers of Other Languages VATESOL

VATESOL is an association of professionals concerned with the education of limited English proficient students at all levels in the Commonwealth of Virginia. Our mission is to promote professional development, strengthen instruction and research, and collect and disseminate useful information about ESL/ESOL/EFL in Virginia. VATESOL was founded in 1984 and is affiliated with TESOL (Teachers of English to Speakers of Other Languages) an international organization.

Special Interest Groups: Elementary Education
Secondary Education
Adult Education
Higher Education
Teacher Ed/Program Admin.

VATESOL Publication: VATESOL Quarterly Newsletter, the only publication for Virginia ESL Teachers.

VATESOL Website: Provides info on VATESOL, jobs, resources, workshops, conferences

VATESOL Listserv: Available to members only. A good way to -ask for help, express concerns, to post job announcements

Other Benefits: Liaison with TESOL
Networking, Research, and
Resource Opportunities
Some membership privileges
with WATESOL

How to Contact Us:

e-mail: vatesol@tesol.edu

website: <http://www.vatesol.org>

snail mail: 300 Batten Arts & Letters Bldg.
English Language CenterS
Old Dominion University
Norfolk, VA 23529

VATESOL Regional Workshops: Opportunities for Professional Development in your area. Discounted admission for VATESOL members.

JOIN VATESOL NOW!

Annual membership dues: \$15.00 regular; \$7.50 student

For further information, please contact the **VATESOL Membership Chair:**

Karen Medina, Membership Chair

English Language Center

Old Dominion University

300 Batten Arts & Letters Bldg.

Norfolk, VA 23529

Phone: (757) 683-4327 E-mail: kmedina@odu.edu



To join or to renew, please complete the form below and return it with a check for membership dues to the **VATESOL membership chair** at the above address. Make checks payable to VATESOL. **All memberships must be renewed each September. Please feel free to share this with your professional colleagues.**

Name: _____ Date: _____

Street: _____ City: _____ State: _____ Zip: _____

Telephone: (H) _____ (W) _____ Fax: _____

Please include only those numbers you wish printed in the directory.

E-mail: _____

Interest Section (Please number selections if choosing more than one).

_____ Pre or elementary
_____ Higher Ed

_____ Adult Ed
_____ Administration/Teacher Ed

_____ Secondary
_____ Volunteer