

# VATESOL Newslett



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## Fall Conference

At its February meeting, the VATESOL Board of Officers selected the theme, date, and location of the annual statewide conference. **Measuring up: Assessment in TESOL** is the theme of the conference. The University of Virginia's Center for American English Language and Culture will host the event on Saturday October 1, 2005.

### ***Measuring Up: Assessment in TESOL***

Now more than ever before, teachers who work with English language learners – children, adolescents, or adults, are expected to gather and interpret information about the linguistic and intellectual development of students and the quality of programs and institutions. Assessment comes in many forms and ideally informs teacher choices about placement, curriculum, instruction, and program administration. Assessment can, however, challenge even the most experienced TESOL professionals, and high stakes testing along with demands for accountability from state and national politicians have placed additional burdens on instructors. VATESOL is proud to provide a professional development opportunity for members and guests to explore the rich, complex, and dynamic topic of assessment in TESOL.

The conference program includes NCLB and SOL updates, multiple presentations, SIG meetings, opportunities to network, a publishers' exhibition, news on TESOL's standards projects, and a report from ETS on the iBT/TOEFL. Dr. Lorraine Valdez Pierce will deliver the keynote address.

### ***Keynote: Why Standardized Tests aren't Enough***

Dr. Lorraine Valdez Pierce will examine the limitations of high-stakes testing and their long-term impact on learning. Standardized tests are not inherently valid and have limited value when used with English language learners, students with special needs, and also with native speakers of English. The speaker will identify two types of knowledge and show how standardized tests measure only one of these. The value of performance-based classroom assessments will be emphasized, especially in their potential for PROMOTING learning. Practitioners will be introduced to the importance of setting clear criteria and

engaging students in self-assessment. The talk will conclude with recommendations for reconciling mandates for standardized testing with classroom-based assessment that promotes learning. Dr. Valdez Pierce will offer a follow-up conference session for those who wish to continue the discussion begun in the keynote address.

**Keynote Speaker Dr. Lorraine Valdez Pierce** is Associate Professor in the Graduate School of Education at George Mason University in Fairfax, VA. From the Center for Language & Culture, she works with veteran and novice teachers designing curriculum and assessment procedures for English language learners.

Dr. Valdez Pierce is the co-author with J. Michael O'Malley of *Authentic Assessment for English Language Learners* published in 1996 by Longman and *Assessing English Language Learners* published by the National Education Association in 2003.

The conference reservation form and the presentation proposal form are available at [www.vatesol.org](http://www.vatesol.org). Proposals are due Sept. 9, 2005. Early registration ends Sept. 16, 2005. The registration fee covers morning refreshments and lunch.

<b>Conference Cost:</b>	Members:*	\$15 Early Registration \$20 On-site
	Non-Members:	\$20 Early Registration \$25 On-Site

\* Includes WATESOL and VESA members.

For more information about the conference visit [www.vatesol.org](http://www.vatesol.org) or contact the Center for American English Language and Culture at 434 924 3371 or [caelc@virginia.edu](mailto:caelc@virginia.edu).

## TESOL Initiates Revision of PreK-12 Standards

*With the exploding population of English language learners across the United States and the passage of the No Child Left Behind Act (2001), the standards movement is stronger today than when TESOL's English as a Second Language standards documents were initially conceived in the 1990s. Over the past decade, research and practice in the English language teaching field have centered on the integration of language and content throughout curriculum, instruction, and assessment. To stay abreast with these current educational trends, TESOL is developing a revised, 2nd edition of its Pre-K-12 student standards.*

*This project, as presently envisioned, will consist of two documents. The first document will expand the scope and breadth of TESOL's ESL Pre-K-12 standards by bridging English language proficiency to state academic content standards in the areas of language arts, mathematics, science, and social studies. The organizational structure will be synchronized with federal legislation so that the language domains of listening, speaking, reading, and writing will be prominently displayed across language proficiency levels and grade level clusters. The second document will present guidelines for implementation and use of the standards by numerous stakeholders. Draft Pre-K-12 student standards are tentatively planned to be available on TESOL's Web site for review prior to TESOL 2005, with publication set for late Fall 2005. The guidelines are scheduled for release in Fall 2006.*

*The English language proficiency standards created by a multi-state consortium will serve as the prototype for the revision. The project team includes Lynore Carnuccio, Gisela Ernst-Slavit, and Anne Katz and is chaired by Margo Gottlieb. Their efforts began with a content analysis of academic content standards of the major states in which English language learners reside framed against the standards from national*

*organizations. The documentation of standards-based language functions and curricular topics is planned as a CD ROM resource to accompany the student standards.*

*Members of the project team strongly believe that the revised Pre-K-12 student standards will continue to benefit educators working with English language learners and serve as a model for other related standards projects around the world. Additionally, by focusing on blending language proficiency with academic content through standards, it can better serve English language learners in our schools.*

TESOL released the preview of the PreK-12 English Language Proficiency Standards in the Core Content Areas in March. Please take a moment to review them and offer feedback. The preview is available at

[http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=95&DID=3024](http://www.tesol.org/s_tesol/sec_document.asp?CID=95&DID=3024)

## The Southwestern Region VATESOL Roundtable

The first annual Southwestern Region VATESOL Roundtable was held on April 23rd at the Virginia Tech Higher Education Center in Roanoke. Kieran Hilu, English Language Institute of Virginia Tech, discussed the sessions on the Next Generation iBT TOEFL that she attended at TESOL in San Antonio this spring. Lourdes Lucia Travieso-Parker, Ph.D. candidate in Curriculum and Instruction and Second Language Acquisition and graduate teaching assistant at Tech, presented New TESOL standards, challenges and opportunities for ELL teachers. Courtney Stewart, ELL Supervisor in Smyth County, led a roundtable discussion aimed at developing helping linkages among Southwest Virginia ELL/ESOL/ESL programs, especially on issues of program structure and student assessment. Sheila Petersen, the Longman's ESL books representative, brought her display and joined in the discussion.

## Membership Report

By Karen Medina

We have a total of 113 members, 44 of whom are brand-new. Although we had 134 members last year, that was at year's end. Membership continues all year, so we have quite a few months left to go. Of the 44 new members, 17 identified elementary education as their primary interest, 10 identified secondary education, 6 identified adult education, 8 identified higher education, and 3 identified everything as of interest.

**Karen Medina** directs the English Language Center at Old Dominion University in Norfolk.

## Treasurer's Report

By Kathleen Cahoon

Our balance is \$7,874.53.

**Kathleen Cahoon** teaches at Old Dominion University in Norfolk.

## Benefits of Membership in VATESOL

- Networking and Sharing
- Newsletter
- Conference and Workshops
- Discounts for VATESOL & WATESOL Events
- Travel Grants
- Liaison with TESOL
- Listserv and Website

A regular membership costs \$15/year. A student membership costs \$7.50/year. For a membership application, visit [www.vatesol.org](http://www.vatesol.org).

## Summer Training Courses for In-Service and Pre-Service Teachers

### **James Madison University**

May 16 – June 24 (Stapp)

EDUC 490 – Intercultural Experience: Practicum in Australia – 3 credits

June 6 – June 30 (Lopes-Murphy)

EDUC 425/525 - Cross-Cultural Education – 3 credits [online]

EDUC 428/528 – Assessment for Curriculum Development in ESL – 3 credits [online]

EDUC 422/522 – Concepts in Second Language Acquisition - 3 credits [online]

July 5 – July 28 (Lopes-Murphy)

EDUC 425/525 - Cross-Cultural Education – 3 credits [online]

EDUC 428/528 – Assessment for Curriculum Development in ESL – 3 credits [online]

EDUC 422/522 – Concepts in Second Language Acquisition - 3 credits [online]

### **Old Dominion University**

**[www.odu.edu/ao/affairs/summer/summer\\_session.htm](http://www.odu.edu/ao/affairs/summer/summer_session.htm)**

Session 1: May 9 - June 26 (7 Weeks)

English 550 (32856) - American English – 3 credits

Session 4: May 31 – June 26 (4 Weeks)

English 687 (32637) - Colloquium for Teachers of English - 3 credits

English 695 (32634)- Topics: Research in Linguistics – 3 credits

### **University of Virginia**

**[www.virginia.edu/summer](http://www.virginia.edu/summer)**

July 5 – 22 (3 weeks)

EDIS 521 – Introduction to Language Development – 3 credits

July 11 – 29 (3 weeks)

LING 509S/510S – ESL/EFL Teacher Training Institute – 6 credits

## VATESOL Newsletter Submissions

VATESOL welcomes submissions to the Newsletter, which is published three times each year: November, February, and May. Announcements, teaching tips, information on new or particularly useful resources are sought as well as articles on TESOL in preK-12, adult, migrant, and higher education settings and articles on teacher training. Share your thoughts and expertise! Contact: Dr. Judy Richardson at [jsrichar@vcu.edu](mailto:jsrichar@vcu.edu).

## Refugees Helping Local Economy

**By Katherine Coleman**

Refugees are playing a critical role in meeting Charlottesville's significant unmet labor needs. The Charlottesville area has the lowest unemployment rate in the state and the second lowest in the country, according to the Bureau of Labor Statistics.

The employment record of recently arrived refugees is a success story for Charlottesville and the International Rescue Committee (IRC), which provides resettlement services to refugees who have fled persecution in their home countries and have been provided permanent asylum by the US immigration



service. Since 1998, IRC has sponsored some 800 refugees into Charlottesville from Afghanistan, Azerbaijan, Bosnia, Burma, Colombia, Croatia, D.R Congo, Ethiopia, Iran, Iraq, Kosovo, Liberia, Rwanda, Somalia, Sri Lanka, Sudan, Togo, the Ukraine and Vietnam.

IRC begins preparing clients for work the moment they arrive, with English and Job Readiness classes. The IRC employment coordinator, Tanja Milanovic, serves as a liaison with local employers and works to place clients in jobs as quickly as possible. The IRC's philosophy is that a job is the best way to gain a sense of control over one's life, and this

is especially important for refugees, whose lives have been marked by upheaval and instability. IRC achieves a nearly 100% job placement and retention rate within the first six months after arrival.



Wendy Hubbard, a member of the IRC Community Advisory Committee and vice-president of Inova Corporation, spoke to the Charlottesville Chamber of Commerce on March 7<sup>th</sup> about employing refugees.



Wendy's 5-minute talk, which reached over 300 people, highlighted the benefits of hiring refugees, including gaining loyal, hard working employees; adding a humane and caring element to the business culture; and sharing in the joy of watching individuals and families transform their lives and become productive Americans. Wendy and her husband, Tom, have experienced all these advantages with Khamis, an IRC client from Somalia and an Inova employee. Inova is a local technology company that was started by Wendy and Tom.

Another Advisory Committee member, Allyn Gutaszkas, has hired 27 IRC clients in her role as the Human Resources Manager of Farmington Country Club. Allyn also teaches the Friday Job Readiness Class at IRC, and is a longtime advocate for refugee employment. Her generosity of time and spirit are commendable.

Fortunately for the IRC and for Charlottesville, more employers are following the lead of Farmington and Inova and realizing the benefits of employing refugees. The Boar's Head Inn, Omni Hotel, Rivanna Designs and many others count IRC clients among their employees.

Katherine Coleman overseas development and outreach at the IRC in Charlottesville, VA. For more information, contact Ms. Coleman at the IRC: [katherinec@theIRC.org](mailto:katherinec@theIRC.org), (434) 979-7772.

## Notes from TESOL, San Antonio

By Kieran Hilu

This year's conference was packed with excellent sessions which were personally and professionally energizing. I'd like to share some of the ideas from two sessions that gave me new perspectives and ideas for teaching, present a different perspective on declining enrollments for IEPs, and update everyone on next year's conference.

I remember hearing a young Steve Krashen postulating about a “LAD”, or Language Acquisition Device, in the late 1970’s. This acronym was used because how the brain processed language was not known. Since that time, knowledge of how we learn languages has grown exponentially. One of the cutting edge areas of research is now *cognitive load theory*. The main tenet is in essence that the mind cannot easily juggle several tasks at the same time (and I thought it was only me...). This concept seems quite obvious, but it is not always applied to language learning. For instance, is this a consideration when you evaluate texts? Think of the picture dictionary you are currently using. It is far easier for a student to learn a word when the picture dictionary puts the word on the picture, and the student does not have to find the number, look up the number in the list which is set apart from the object and then put it together with the picture. Similarly, having a grammar exercise immediately follow the grammar point being explained is better than putting the exercise later in the text. By reducing cognitive load, in this case referred to as “split attention”, we can make learning easier and more efficient for our students.

Another approach to reducing cognitive load involves using an inductive approach without pre-determined constraints. Ask students open-ended questions. Instead of “find the thesis statement in the paragraph”, which involves remembering what a thesis statement is and what a paragraph is, as well as reading a passage for meaning, and reading a passage to find the thesis statement, it is better to first tell students to have a look at the passage. Once they have read the passage, then ask them to proceed further and find the thesis statement. Using ‘worked examples’ is another concept. In teaching writing, it is best to present one problem type with a detailed solution process following it, rather than presenting four different problem types at one time.

Recognizing the limits of our working memory, choosing materials with less cognitive load and employing methods that facilitate moving information from working to long term memory are recommended. Although more research is forthcoming on this topic, for myself, I am re-examining how many tasks are embedded in a ‘single’ task that I might give my students. I am also considering cognitive load in evaluating textbooks.

The second session, “Collocation Exploration and Classroom Application” by Christina Stechishin, provided many examples of how to bring collocations into the classroom. Her definition of the term collocation was “the company a word keeps”. She began by having the audience members develop lists from words which included ‘work and job, learn and know.’ For example, we learn chess, but know a friend. However, we can both learn and know a language. She also asked us to guess what noun goes with the adjectives: white, dark, bitter, milk, German? How about huge, growing, profitable, export, black? (Answers below)

Collocations can be classified in terms of strength. The strongest are quite opaque and fixed. An example would be, “Get the lead out!” Medium strength sets would include those with some variation or substitutes. Her example was “end up...dead/tired/last”. Weak collocations would include the more abstract nouns.

Of course, collocations can also be classified grammatically, with combinations including adjective + noun, verb+ object, etc. Some which can not be interchanged are actually colligations (phrasal verbs would fit into this category). Using collocation, students can gain control over the vocabulary and the grammar they have. It raises student awareness and fosters independent learning. To benefit from this type of learning, students should maintain a Lexical Journal. The journal can be organized in terms of context, themes or alphabet. A sample entry might read:

*Criticism* (pronunciation note)

To express disapproval of

Verb - Receive \_\_\_\_\_ Adjective – heavy, severe \_\_\_\_\_

Another example provided:

Word	Context	Collocations
<i>Scrupulous</i>	honesty	attention

Usage examples: “John is absolutely scrupulous about....

Games such as collocation dominoes and collocation grids were described. Doing activities such as these before a writing assignment can orient students further to the topic, give them ideas for development and help them find better, more original words.

Beginning a reading class by bringing in a passage from a magazine or newspaper and doing a collocation search expands vocabulary as well as comprehension. One example was drawn from *For Your Information: High Intermediate Reading Skills* by Blanchard and Root, Longman, 1997.

International marketing can be a tricky business. With the increase in global trade, international companies cannot afford to make costly advertising mistakes if they want to be competitive and profitable. Understanding the language and culture of target markets in foreign countries is one of the keys to successful international marketing. Too many companies, however, have jumped into foreign markets with embarrassing results.

Her examples and her variety of activities have inspired me to include teaching collocations more often and in a more systematic way. In fact, we are providing one of the recommended texts to our entire faculty, so we can make this an integrated part of our curriculum. The text is *Implementing the Lexical Approach: Putting Theory into Practice* by Michael Lewis, Thomson Heinle Publishing, 2002.

*\*Answers: chocolate and market*

There was one session relating to the future of intensive English programs (IEPs) which was not so exciting. I found the mood in San Antonio to be upbeat, and most of the attendees I spoke with had had an upturn in enrollments, but Mark Halpern had a less optimistic view of the future of IEPs. He theorized that 9/11 is not the sole cause of declining enrollments. His research shows a trend for more and more countries to students learn English "in house". He pointed out the rapid increase of in-country programs being developed by universities across the country. Also, since English is becoming a global language, it is being taught and researched globally. He cited the example of a colleague who attended a TESOL meeting in Indonesia. The researchers/presenters were all Indonesian; there no longer seemed to be a need for importing outside language specialists. There is merit in this view but, on the other hand, there is also a definite advantage to being immersed in a language and its culture. Not all university departments will be exported to outside countries. However, IEPs do need to take into account the changing language learning landscape and adapt to it.

TESOL next year will be in Tampa, Florida. It will be the 40<sup>th</sup> anniversary of the organization, and it sounds like a lot of great activities are being planned. The deadline for submitting proposals is now in June instead of May, and the short report of research in progress has been included again. So, I encourage you to submit and to attend next year's conference.

## iBT Workshop in Virginia!

Prior to the October 1<sup>st</sup> VATESOL meeting, we are planning with ETS to hold a workshop on the iBT TOEFL. It will run for eight hours on September 30th, and will probably cost \$125. Participants will receive a manual and certificate of completion. Registration information will be sent out later.

**Kieran Hilu** is Curriculum Coordinator at the English Language Institute of Virginia Tech.

## On hearing Dr. Krashen, April 13, 2005

By **Suzan Royce Moore**

What a wonderful experience seeing Dr. Stephen Krashen was! I am very fresh out of college, and have heard so much about this man and his groundbreaking work in Comprehensible Input, Learning vs. Acquisition, and the Natural Approach. When hearing about the major educational theorists in the classroom, it is hard to think of them as actual people. I was almost star struck when I had the opportunity to sit in the front





row and hear him give his lecture. Dr. Krashen's talk was warm, friendly, and very down-to-earth. Since his talk, I have read two of his books and have started to explore the writing of more educational researchers mentioned in his work, such as McQuillan and Trelease. This experience has influenced my ideas about teaching and made me think more critically about what and how I teach my ESL students. I am also reexamining the structure of my lesson plans to accommodate more free voluntary reading in both English and Spanish. My children are more engaged and motivated as a result. I will never teach the old way again. Thanks to Krashen for relieving my considerable guilt that I wasn't providing instruction every second of class I wasn't doing enough to teach. Most importantly, thanks for giving me the opportunity to associate a human face with some brilliant and effective research theory.

**Susan Royce Moore** is an ESL Teacher in Chesterfield Co.

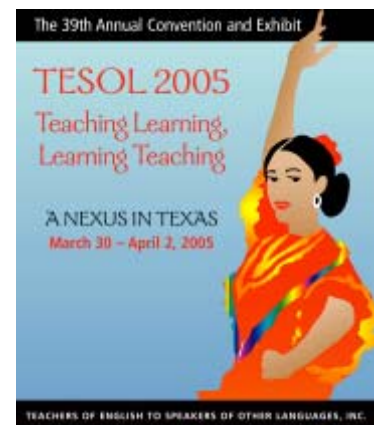
## Reflections on the TESOL Conference: San Antonio, 2005

By **Seema Bajwa**

I had the opportunity to travel to the 39<sup>th</sup> Annual TESOL Convention and Exhibit in San Antonio, Texas, through the PODETESL grant. The convention was wonderful and so was the beautiful city of San Antonio. I know I wouldn't have traveled to this convention without the assistance of PODET, but it made me consider planning future spring travels around TESOL conferences.

I enjoyed the conference in San Antonio very much. For a first timer, it is a bit overwhelming. There were so many workshops on so many topics it was difficult to choose which one to go to. Besides all the workshops, there were so many books and materials that were given away and others that one could browse through and buy if one chose to do so. There was also a job market area where one could hand in a resume and go for on the spot interviews. Hospitality committees set up tables for those who were interested in meeting for dinner and other activities. Continuing education credits were available for those people who needed them.

For me, the trip was very fruitful indeed. I attended many workshops on grammar, but my favorite one was on Culture Shock. It is an interesting topic in itself. I received some education credits also. Much of my time was spent browsing through the books and materials and many of these were given to me for free. The best part of my trip resulted in a job offer from the job market area, teaching ESL to elementary school students. I am looking forward to that in August. And on top of it all, I met some super nice people from all over the world.



The most educationally rewarding sessions I attended were two directly related to a paper I am writing on transitioning adult ESL students. One of these sessions was research driven, while the other provided more practical information. The session entitled "Supporting Adult ESL Learners Transitioning to College" provided information that I will use immediately in my own classes. It suggested some ideas for partnerships between ESL programs and community colleges that I hope to implement in my own community.

I enjoyed the opportunity to participate in a conference of this size. I have attended various professional conferences over the years, but only on the state level. It was inspiring to be in the company of 6000 other professional ESL teachers. I enjoyed the sessions, the exhibitors, and even the job recruitment area (even though I am not currently job-hunting). It was interesting to meet the international employers and fantasize about moving my family overseas someday.

The beautiful city of San Antonio was wonderful to visit. I enjoyed touring the Riverwalk by boat and on foot, visiting the Alamo, and driving out one afternoon to the famous Texas hill country. Overall, the TESOL conference was a wonderful educational and professional experience.

**Seema Bajwa** is a student at VCU in Richmond.



# Input vs. Output

By Jo Tyler

Most ESOL teachers are familiar with the concept of comprehensible input, originally articulated by Steven Krashen in his well known “input hypothesis.” Krashen hypothesized that language acquisition occurs when learners are exposed to a level of language slightly above their current level of proficiency (Krashen, 1981). In this article I discuss some of the repercussions of Krashen’s popular hypothesis, and introduce a more promising theory of how to develop language proficiency for ESOL students.

Most ESOL teachers have had the experience of learning a foreign language, but imperfectly. We look back on the drill and repeat methods of our foreign language classes and conclude that the reason we aren’t fluent in the language is because of too many boring, meaningless grammar exercises. Krashen knew that language is not acquired by drill and repeat exercises; he knew that language development is not a matter of habit formation, but a natural process that occurs in a communicative environment. He concluded that if learners could just “acquire” the second language the way they acquire the first, fluent bilingualism would result! Thus, one of Krashen’s key theoretical assumptions was that learners acquire a second language in the same way that they acquire a first language.

He developed the “natural approach” to second language acquisition, which eliminated explicit grammar instruction in favor of implicit or indirect learning (Krashen & Terrell, 1983). The emphasis would be on exposing learners to rich amounts of natural language from which they would “naturally” acquire the rules and patterns of the language. Thus, Krashen’s input hypothesis became the basis of an instructional methodology.

However, the process of second language acquisition is NOT the same as first language acquisition. First of all, second language learners, by definition, already have acquired a first language. Therefore, they already have linguistic knowledge that they can and will use as the basis for learning the second language. Research clearly demonstrates that learners transfer linguistic concepts from the first language to the second (Lightbown & Spada, 1999). Another difference between first and second language acquisition is that first language learners do not need and cannot benefit from negative evidence or correction. However, correction—given appropriately—definitely benefits second language learners. Because these learners are influenced by their knowledge of the first language, they can learn the second language faster when they consciously utilize that background knowledge and also when they are aware of how that background knowledge leads them astray (Lightbown & Spada, 1999).

This awareness occurs through explicit instruction. As Diane Larsen-Freeman has eloquently pointed out, “The point of education is to accelerate the language acquisition process, not be satisfied with or try to emulate what learners can do on their own” (2003, p. 78). If we make the assumption that second language acquisition is better with less instruction, we are basically promoting a view that all students need is a rich environment of language, and that a professionally trained language instructor is not necessary. That view could not only put us on a slippery slope to extinction, it could also put our students back into a precarious sink-or-swim learning environment.

Fortunately, there is another theory of language acquisition that provides a pro-active view of both the learner and the instructor. The “comprehensible output hypothesis” was first articulated by Merrill Swain (1985). Swain’s concept is based on the fact that language is a creative faculty: Speakers of a language do not memorize every possible sentence of a language, but instead apply their knowledge of language structures to create new sentences that meet their communicative needs in different situations (Pinker, 1994). For language learners, Swain hypothesized that producing comprehensible output causes learners to recognize what they do not know, which triggers analysis of the input and of gaps in their linguistic knowledge. It is important to note that Swain does not hypothesize a cause and effect relationship between output production and acquisition, but between output production and awareness of linguistic knowledge or gaps in that knowledge (Swain, 1995). And, as mentioned above, it is precisely this kind of awareness that distinguishes second language acquisition from first language acquisition.

From the perspective of the teacher, then, Swain endorses “pushed output” as an instructional approach. This is not the same as drill and repeat practice. Instead it means giving students numerous opportunities to use language for purposeful communication, to construct meaning through interaction with others. One of the benefits of providing students with more opportunities to push their output is that through interaction, students obtain constructive feedback. If, while interacting with someone, learners are asked to repeat or clarify, that feedback makes them aware of an area for development.

While the use of visuals, realia, and other techniques to make language comprehensible can support a language learner’s understanding of input, this is not enough to improve productive language skills, especially the cognitively demanding academic language skills needed for success in school. It is not passive exposure to input that leads to fluent command of a language, but the dynamic construction of meaningful output that leads learners to develop communicative language skills. For this, teachers need to give language learners frequent and diverse opportunities to use language purposefully among their peers. Classroom techniques like group tasks and peer editing are perfect for such meaningful communication.

Remember, communication is a two-way street. As teachers we want students to be able to travel both lanes—the input-comprehension lane, and the output-production lane—with confidence.

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**Jo Tyler** is Associate Professor of Linguistics and Education at the University of Mary Washington and Chair of the VATESOL Teacher Education and Program Administration SIG.

## VATESOL Officers for 2004-2005

### ***President & Liaison to TESOL***

Dudley Doane  
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One year

### ***Vice-President***

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One year

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Two Years (2<sup>nd</sup> year)

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Two years (2<sup>nd</sup> year)

***Nominating Committee Chair***

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One year

***Website Manager***

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Two years

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***Western Contacts***

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Two years

**Call for Presentations**

***Measuring Up: Assessment in TESOL***

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**VATESOL Statewide Conference**

**October 1, 2005 -- University of Virginia, Charlottesville**

Virginia Teachers of English to Speakers of Other Languages (VATESOL) invites proposals for presentations on assessment in TESOL.

Now more than ever before, teachers who work with English language learners – children, adolescents, or adults, are expected to gather and interpret information about the linguistic and intellectual development of students and the quality of programs and institutions. Assessment comes in many forms and ideally informs teacher choices about placement, curriculum, instruction, and program administration. Assessment can challenge even the most experienced TESOL professionals, however, and high stakes testing and demands for accountability from state and national politicians have placed additional burdens on instructors. VATESOL is proud to provide a professional development opportunity for members and guests to explore the rich, complex, and dynamic topic of assessment in TESOL.

Conference keynote: *Why Standardized Tests Aren't Enough*

Dr. Lorraine Valdez Pierce, George Mason University

## Proposal

Title: \_\_\_\_\_

Name of Presenter: \_\_\_\_\_ Phone: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Email: \_\_\_\_\_

Names of Co-Presenters and Affiliations: \_\_\_\_\_

\_\_\_\_\_

Description (up to 50 words): \_\_\_\_\_

\_\_\_\_\_

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Intended Audience:      Elementary\_\_\_\_      Secondary\_\_\_\_      University\_\_\_\_      Adult Ed\_\_\_\_      All\_\_\_\_

Presenters will have one hour. Please allow 10-15 minutes of that time for discussion.

Equipment Needs: \_\_\_\_\_

Each room is equipped with a computer work station, DVD/VCR, projector, OHP, and blackboard. Computer work stations operate on the Windows XP platform, are networked, have a CD bay, and support a thumb drive/USB drive. The work stations do not have a floppy drive or a zip drive.

Return presentation proposal form to CAELC at P.O. Box 400161; U.Va.; Charlottesville, VA 22904-4161; Fax: 434 924 1483; Email: caelc@virginia.edu.

Conference presenters are expected to complete a separate conference registration form (available at [www.vatesol.org](http://www.vatesol.org)) and to pay the conference registration fee.

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