



# LaTESOL Newsletter



PUBLICATION OF THE LOUISIANA TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Vol. 27, No. 2

Spring 2007

## Letter from the President

Mary Klaus

Despite hosting several successful conferences at the Lod Cook Conference Center on the LSU campus in Baton Rouge, the LaTESOL Executive Board is changing the site of our upcoming annual conference to another area of the state. Doing so, we hope, will make it easier for teachers residing and teaching outside the Baton Rouge/New Orleans area to attend. This year, for the first time in our history, LaTESOL will hold its annual conference in Lafayette at the Hotel Acadiana and Conference Center conveniently located on Pinhook Road. We ask you to publicize this location and the date (Friday, November 9, 2007) and encourage your colleagues to join us.

Situated just 15 miles west of the Atchafalaya Basin, Lafayette is considered to be the heart of Cajun Country and the center of the 22-parish area known as Acadiana. Lafayette has a fascinating French heritage combined with Spanish, American, Indian and African cultural influences. It is a small, multicultural city with diverse languages, food, and people. Here you can taste some of the best Cajun and Creole cuisine in Louisiana, attend wonderful festivals and celebrations, and experience a distinct culture and dialect known as Cajun French – the only modern North American language.

Our annual fall conference will include stimulating presentations, informative workshops, professional development and networking opportunities as well as a chance to visit with textbook publishers. The Executive Board will be meeting this month to continue planning for this conference and will soon issue the Call for Papers. Look for conference news in our summer newsletter and on our website (<http://latesol.org>).

After the conference, should you decide to spend the weekend exploring Cajun Country, Hotel Acadiana is close to all area attractions. You can quickly travel to Southern plantations, historical villages, Civil War battlegrounds, museums, and cathedrals. If you drive about 20 miles outside the city of Lafayette, you can visit the plantation homes and gardens on Jefferson Island, the famous Tabasco Sauce Factory and Jungle Garden on beautiful Avery Island,

or you can take an exciting swamp tour of the Atchafalaya Basin. Whatever you decide, we hope you will include the LaTESOL Conference in your fall plans. For more information about Lafayette, Acadiana, and Hotel Acadiana, please visit these web sites:

<http://www.lafayettetravel.com/culture/history/>

<http://www.bestwesternlouisiana.com/hotels/best-western-hotel-acadiana/>

Keep checking the LaTESOL website for updated conference information, and we'll see you on November 9th in Acadiana!



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# LaTESOL

## Executive Board Conference Planning Meeting

Date: Saturday, June 23, 2007  
Time: 10:00 a.m.  
Location: Liz Anderson's home in Ponchatoula  
(directions to follow)

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### LaTESOL Membership

Encourage your colleagues to join LaTESOL. Fill out your application online at:

<http://latesol.org/appform.htm>

For more information you may contact:

Liz Anderson, Treasurer,\* or  
Joanne McMullen, Membership Chair/ Newsletter Editor\*

\*Contact information found on last page of newsletter.

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### LaTESOL Newsletter Deadlines

The *LaTESOL Newsletter*, the official publication of the Louisiana Affiliate of Teachers of English to Speakers of Other Languages, is published four times a year: January, April, July, and October.

Newsletter items should be sent by the first of each publication month by email to Joanne McMullen, newsletter editor at: [jmcmull@lsu.edu](mailto:jmcmull@lsu.edu) or can be sent by mail to:

Joanne McMullen, Ph.D.

LSU Extended Learning/Intersession Programs  
1207 Pleasant Hall

Louisiana State University, Baton Rouge, LA 70803.  
Phone: 225-578-5227 • Fax: 225-578-5305

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Logon to

<http://latesol.org>

to access the latest LaTESOL news and member information.

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### LaTESOL ADDRESS CHANGES

Send all LaTESOL member address changes to:

**Liz Anderson**  
2239 St. Nick  
New Orleans, LA 70131  
504-394-7694 (home)

email: [elizabeth.anderson@jppss.k12.la.us](mailto:elizabeth.anderson@jppss.k12.la.us)

# LaTESOL

## Registration Grants

If your presentation proposal has been accepted by either Southeast Regional TESOL or TESOL, you may be eligible for a LaTESOL Registration Grant. Below are the conditions of the program:

- Applicants must be current members of LaTESOL.
- Applicants' proposals for a conference presentation must have been accepted by the sponsoring conference organization, i.e. Southeast Regional TESOL or TESOL. *The letter of acceptance should be submitted with the application.*
- Letters of application for the LaTESOL Registration Grant must be received by the President of LaTESOL by the following dates: September 1 for Southeast Regional TESOL and January 1 for TESOL.
- LaTESOL Registration Grants will cover the preregistration fee *at the TESOL member rate at either conference, whether or not the applicant is actually a member. No on-site or non-TESOL member fees will be covered.*
- Applicants who show that they were unable to obtain funding from their employers or affiliation will be given priority.

Applicants who receive a Conference Registration Grant from LaTESOL must agree to serve LaTESOL in one or more of the following ways: making a presentation at the LaTESOL Conference, running for office on the LaTESOL Executive Board, or acting as an Interest Section leader. Applicants who receive LaTESOL Registration Grants may not apply again for three years. Registration grant availability will be announced in the Fall and Winter LaTESOL newsletters.

The LaTESOL budget is dependent upon annual dues paid by our members. In the event that budget constraints do not permit the offering of LaTESOL Registration Grants as stated above, the LaTESOL Executive Board will vote to suspend them for the year at the fall meeting and announce that decision in the newsletter.

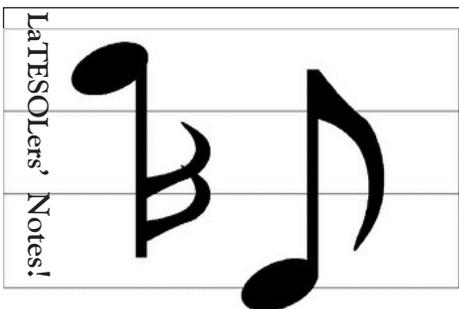
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### Advertising in LaTESOL Newsletter

AdSize:	Rates per issue
full page	\$100
1/2 page	\$ 50
1/4 page	\$ 25
bus. card	\$ 15

Send ad in TIF or GIF file format to LaTESOL Newsletter Editor ([jmcmull@lsu.edu](mailto:jmcmull@lsu.edu)) by newsletter deadlines noted on this page.



**Georgette Ioup, Ph.D.**, Professor of Linguistics in the English Department of the University of New Orleans will be retiring at the end of the Spring semester. Georgette joined the UNO faculty in 1985. Before coming to UNO, she taught linguistics at Queens College in New York City, the University of Washington, and the University of Texas at Austin. She has taught applied linguistics on three different occasions at the American University in Cairo.

Georgette's research focuses on language acquisition in both children and adults. Much of her research concerns the cognitive aspects of second language acquisition, especially the role of age in determining the ultimate outcome for the learner. Her work involves both the acquisition of English and Arabic. Georgette's theoretical linguistics background allows her to investigate the structural aspects of the learner's grammar. More recently, she has been researching the impact of age on first language attrition. She coedited the book, *Interlanguage Phonology: The Acquisition of a Second Language Sound System* and has published many articles in the major second language research journals and in various anthologies. Georgette has delivered plenary addresses to the annual meetings of the American Association of Applied Linguistics and the Egypt TESOL Association.

Georgette is a past president of LaTESOL and currently serves on the board as liaison with national TESOL. Her future plans are still open, but she hopes to remain on the LaTESOL board. We wish her the best on her retirement and plan to keep her busy with LaTESOL business for years to come.

## TESOL Board Approves Position Statements on Rights of Teachers, Special Education Needs

At its meeting in March, the TESOL Board of Directors approved two new position statements. The first addresses the status and rights of teachers worldwide, and the second focuses on English language learners with special educational needs. Both statements are available on the TESOL website. To view these statements logon to:

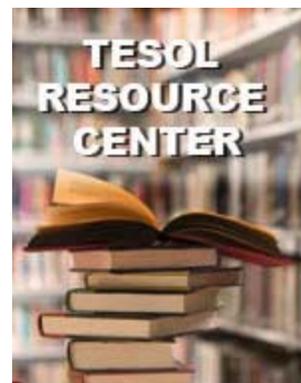
[http://www.tesol.org/s\\_tesol/seccss.asp?CID=32&DID=37](http://www.tesol.org/s_tesol/seccss.asp?CID=32&DID=37)

## TESOL Resource Center

Logon to TESOL's home page ([www.tesol.org](http://www.tesol.org)) and click on the link under NEWS to access the new TESOL Resource Center (TRC), an online platform for TESOL members to find and share a variety of resources with peers in the profession. You can use this site to search for, request, submit or review a resource.

**The goals of this site are intended to:**

1. Support expanded online peer-to-peer learning, and
2. Provide a clear, simple submission and review process for sharing resources.



The TRC was launched on February 9, 2007. This site is still being developed. New resources are being added to the TRC on an on-going basis. TESOL encourages you to contribute to the TRC by sharing a resource with your peers and/or by applying to become a reviewer.

**Mark Your Calendars!**



## TESOL Academy 2007

Boston University  
Boston, Massachusetts  
June 22–23, 2007

The TESOL Academy starts at noon on Friday and runs through Saturday afternoon and provides intensive, hands-on workshops for a wide variety of TESOL practitioners. The academy features six 10-hour workshops focused on key issues and areas of practice in the profession, from lesson planning for a multilevel class and helping ELLs succeed in the mainstream classroom to vocabulary in language learning.

**Register online to guarantee your first workshop selection!** Each workshop is limited to the first 35 participants and is filled on a first-come, first-served basis.

Registration fees include materials, refreshments, certificates of attendance, and the opportunity to earn continuing education credit.

For more information logon to:

<http://www.tesol.org>  
and click on "Events."



## New Releases from TESOL

### *Developing a New Course for Adult Learners*

Edited by Marguerite Ann Snow and Lia Kamhi-Stein  
TESOL Language Curriculum Development Series  
Kathleen Graves, Series Editor

Alexandria, VA (December 2006) — Teachers of English to Speakers of Other Languages, Inc. (TESOL), introduces *Developing a New Course for Adult Learners*, edited by Marguerite Ann Snow and Lia Kamhi-Stein. This volume in TESOL's Language Curriculum Development Series presents the stories of teachers, curriculum developers, and administrators from all over the world who seek to understand adult learners' needs and responds to them in creative, realistic, and effective ways.

All of the contributors to this volume designed a new course for adult learners and faced the many challenges that come with embarking on such an endeavor. In each case, the contributors describe the practical and innovative solutions they formulated in developing a course for adults, whether it was large-scale course development in response to an institutional mandate or a much smaller, individualized course initiated by the contributor. Each chapter is sure to inspire educators who are about to embark on the adventure of creating a new course for adults.

Publication Date: December 2006

ISBN: 978-193118529-5

Pages: 360

Audience: Teacher Education

Ordering Information: <http://www.tesol.org> (online ordering) #295

Members: \$34.95; Nonmembers: \$45.95

### *Planning and Teaching Creatively Within a Required Curriculum for Adult Learners*

Edited by Anne Burns and Helen de Silva Joyce  
TESOL Language Curriculum Development Series  
Kathleen Graves, Series Editor

Alexandria, VA (March 2007) — Teachers of English to Speakers of Other Languages, Inc. (TESOL), introduces *Planning and Teaching Creatively Within a Required Curriculum for Adult Learners*, edited by Anne Burns and Helen de Silva Joyce. This volume is another in TESOL's Language Curriculum Development Series that presents the stories of teachers, curriculum developers, and administrators from all over the world who seek to understand adult learners' needs and responds to them in creative, realistic, and effective ways.

The contributors to this volume teach adult English language learners and all have negotiated changes to the curriculum they were required to teach. The changes occurred in very different teaching contexts around the world and interacted in various ways with local factors. Despite these differences, the teachers shared a common goal: to sustain a viable, effective curriculum that reflected their values, beliefs, and ideals. This goal led the teachers to challenge the systems in which they worked and to struggle with the changes they believed necessary. The chapters offer living accounts of English language curricula as they occur in real classrooms for adult learners.

Publication Date: March 2007

ISBN: 9781931185400

Pages: 288

Audience: Teacher Education

Ordering Information: <http://www.tesol.org> (online ordering) #400

Members: \$28.95; Nonmembers: \$35.95

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**Note to Book Review Editors:** Review copies are available upon request. E-mail Cindy Flynn at [cflynn@tesol.org](mailto:cflynn@tesol.org) to request review copies of these publications.

Bilingualism is a natural extension of learning English as a second language, so finding exciting TESOL presentations was no problem at the National Association for Bilingual Education (NABE) convention in San Jose, California (February 7-10, 2007). Teachers from around the country gathered for "One Nation: Many Languages, Many Cultures in a Changing World." With Louisiana's multilingual history, I was not surprised to see one of Louisiana's own as a keynote speaker.

Janet Zadina who received her doctorate from the University of New Orleans and collaborated on her dissertation with Tulane University presented her research on using MRI scans to understand how language is stored the brain. She wowed the audience packing the San Jose Civic Auditorium as she showed scan after scan of the brain and its processing of language. Her main point was that not only are we educators, but we are also brain builders. As teachers, we are building and strengthening connections in our students' constantly changing brains.



A later session by TESOL researcher Jim Cummins, of BICS/CALPS fame (Basic Interpersonal Communication Skills/Cognitive Academic Language Proficiency), also stressed the impact of the brain on learning while providing an exciting presentation on the interplay of languages during language learning. Speaking of the two models of bilingualism where the brain either stores the languages separately or in the same location, he hilariously noted that if people truly stored languages in absolutely separate places, they would have no comprehension of what they themselves said in English when speaking another language. In other words, the person would be like two personalities in one body. Using letters from elementary children, he presented a strong argument for teamwork during learning that allows native speakers and nonnative speakers to help each other learn. All too often we, as ESL teachers, consider first language experiences only as "interference" with English. Cummins wanted us to remember that "transfer" is an important source for learning rather than a source of error.

No NABE convention would be complete without a rousing dose of advocacy. Colleen Wilcox, Santa Clara Superintendent of Schools, uplifted the crowd by putting a new twist on the Golden Rule. Instead of "Do unto others as you would have them do unto you," she introduced the Platinum Rule of "Do unto others as THEY would have you do unto them." By this, she meant that we must remember that our impression of just behavior may vary significantly from those we are trying to teach.

One individual presentation that stood out as a surprise favorite was Steve West's "Linguistics: Can't live with it, can't live without it." This presentation advocated for teaching learners regardless of age, the fundamental prin-

cles of linguistics. This metalinguistic awareness demystifies languages so that language is no longer sets of rules and exceptions. Instead, linguistics allows us to see language as a variety of universal processes at work, whether the language is English or Arabic. One of his activities used a quote from Lewis Carroll's "Jabberwocky." "The slithy toves did gyre and gimble in the wabe." Having audience members hold each word on a poster, he noted how these nonsense words provide examples of morphemes, such as "-y" and "-s," as well as function words, like "the" and "and," that allow us to guess whether the words are nouns, adjectives or verbs. This activity would benefit both native speakers and nonnative speakers.

Struggling to advance quality education, our compatriots in NABE provided an outstanding conference that advanced the cause of English language learners. By reminding us as TESOL teachers of the importance of both our native and nonnative languages, NABE presenters supplied us with new tools to make us better teachers.

## Penguin Readers Factsheets

Elizabeth Anderson

Teachers!

Are you using Penguin Readers in your classroom? Did you know that you can find complete communicative lesson plans for these stories and books on the Longman web site?

For example, *Romeo and Juliet* has been modified into a Level 3, pre-intermediate reader, perfect for your middle and high school ELLs. The "Penguin Readers Factsheet" Teacher's Notes includes sections entitled:

- Summary
- About the Author
- Background and Themes
- Communicative Activities
- Activities before Reading
- Activities after Reading a Section
- Glossary.

Student Activities include:

- Activities before Reading
- Activities while Reading the Book.

Even if you use original novels or stories, "Penguin Readers Factsheets" can complement your class.

Factsheets are downloadable in PDF format from any computer with Adobe Acrobat Reader. Simply go to <http://www.penguinreaders.com/pr/resources/index.html> and locate the title of the reader. In 10 seconds or less, you'll have your lesson plan. Now wasn't that easy?



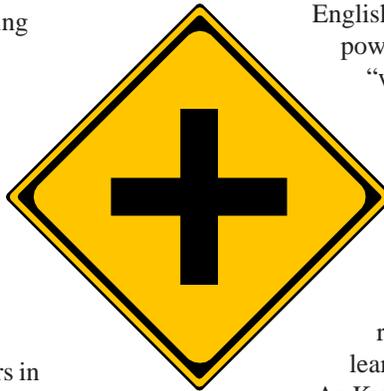
# We Are the Crossroads: What Direction Shall We Take?

Josette Beaulieu-Grace

For the past three decades, TESOL has been regarded as the organization most able to focus on and respond to the specific needs and concerns of the ESL professional. More often than not, however, especially at the K-12 level, a classroom strictly made up of ESL students taught by a certified ESL instructor is a luxury. The more common practice is to group native speakers and English language learners together. This has led the National Council of Teachers of English to pay more attention to the special needs of nonnative students in both its publications and at its national conferences.

In her address to NCTE members attending the November 2006 national conference in Nashville, TN (reprinted in the March 2007 "The Council Chronicle" Vol. 16, No. 3), out-going president, Kyoto Sato, devoted a good portion of her presentation to the issue of ELL students, the majority of whom are Latino, as is the case here in Louisiana, especially since Hurricane Katrina. To those in the audience who had been experiencing a growing number of English language learners in their mainstream classrooms, Sato suggested they read the "NCTE Position Paper on the Role of English Teachers in Educating English Language Learners" (<http://www.ncte.org/about/over/positions/category/lang/124545.htm?source=gs>) prepared by a special NCTE ELL Task Force and published in April 2006. This paper gives an overview of how to integrate the English language learner into the mainstream classroom.

To achieve this goal, Dr. Sato added three suggestions of her own. First, teachers should grow more aware of how idiomatic expressions (such as "three sheets to the wind") can be quite puzzling to ELLs. They should encourage these students to interrupt and ask questions whenever they hear or read an expression they find confusing. Second, teachers should refrain from "watering down" the content of their instruction. Rather than lowering the standards, they should consider how they could create strategies for understanding and learning "in smaller and clearer increments." Finally, teachers should consider the possibility of a "dual-immersion program" with both English-speaking students and English language learners in the same classroom. This concept would require two teachers teaming up to present the same content in two languages, most often English and Spanish, equally and separately, never mixing the two languages. More specifically, the morning class(es) could be taught in English and the afternoon in Spanish. As Soto explained, "The intent [is to] immerse the student in a pure linguistic environment to hear and speak and read and write in the unique rhythms, sound systems, and syntax of each respective language."



In answer to the question, "Where are we going?", Kyoto Sato defined outcomes that could be achieved in the next three years in addition to NCTE's Vision 2020, which sets forth goals to be attained "half a generation" from now. In general terms, the objectives are aimed at "enhance[ing] the educational experiences of both English language learners and their teachers." As outgoing president, her personal hopes for the 50,000-member organization were two-fold. First, NCTE should become, at the national level, a proponent of teaching more foreign languages as early as preschool and Grades 1 and 2, rather than beginning in Grade 7.

English would still be the "dominant language of power," but this introduction of other languages "would create a more inclusive attitude toward linguistic diversity within our borders." In addition, English teachers should be held accountable for the literacy skills of their ELL students so that the latter could develop into informed and active citizens in our democratic society. Indeed, language arts teachers have the enormous responsibility for how well English language learners will be integrated into the mainstream.

As Kyoto Sato so aptly concluded, "we are the crossroads at this critical turning point."

However, four months later, at the 2007 NCTE "4 C's" (Conference on College Composition and Communication) which was held March 21-24 in New York City with nearly 3,500 participants, the presentations touching upon ESL concerns were negligible. In 2008, "4 C's" will be held at the Hyatt Regency in New Orleans from April 2-5. The theme is "Writing Realities, Changing Realities." The Call for Papers was sent out immediately following the New York conference. I urge you to consider submitting a proposal. You can call 1-877-369-6283 to request a submission form. If you mail in your submission, it must be postmarked by April 27, 2007 and sent to:

Charles Bazerman  
2008 CCCC Program Chair  
NCTE, 1111 W. Kenyon Rd.  
Urbana, IL 61801-1096.

If you submit online, you will have until 11:59 p.m., Central Time, May 4, 2007. This online form is available at <http://www.ncte.org/cccc/conv>.

LaTESOL members must not miss this unique opportunity to establish meaningful dialogue with mainstream teachers who are, as we are, also required to devise effective methodologies and programs as they interact with English language learners in ever-increasing numbers. Let's not forget that "we are the crossroads" too.

## Letter of Appreciation from LaTESOL Post Hurricane Mini-Grant Recipient

Dear LaTESOL Colleagues:

My ESL students and I wish to express our appreciation for the terrific grant you bestowed upon us this year. With this grant, I have purchased additional quality literature to enhance our ESL program. The students have greatly enjoyed their new reading materials.

The following items were purchased with the LaTESOL grant money:

- a. A class set of *The Black Pearl* accompanied by a Steady Reader. (Steady Readers are books recorded at a slower speed.)
- b. A class set of the novel *Julio* which is designed for reluctant readers. (The book presents high interest content at a fourth or fifth-grade reading level.)
- c. A class set of adapted classic short stories accompanied by five audio-cassette tapes.

Again, thank you so much for the grant money which allowed us to make these valued additions to our curriculum.

Patricia Lynch  
ESL teacher  
Bonnabel High School  
Kenner, LA



Whether you are trying to make a difference in the lives of your students, teaching newcomers to the field to be effective practitioners, or conducting research in the field of English language education, TESOL membership connects you to a global community of professionals teaching English as an additional language.

Membership in TESOL connects you to the profession with *Essential Teacher*, the association's quarterly magazine. Access to interest sections and caucuses specific to your interests and concerns as an ESOL educator is an additional benefit. Members may also opt to subscribe to *TESOL Quarterly*, the profession's scholarly research journal. The association also connects you to regional autonomous affiliate organizations that link professionals at the local and national levels.

Apply now to become a TESOL member by calling 888-547-3369 toll-free in the United States and Canada.

## LaTESOL Post Hurricane Mini-Grants Still Available

LaTESOL is still accepting applications for ESOL Teacher Mini-Grants. These small cash awards (averaging \$250) are designed to help supply Louisiana ESOL teachers with needed classroom resources in the aftermath of the 2005 hurricanes. Applicants must be members of LaTESOL and currently teaching English as a second language in Louisiana.

### Grant Guidelines and Submission Information

ESOL Mini-Grants will be awarded after consideration of all applications by a Grant Review Committee composed of representatives of LaTESOL. ESOL learners may be of any age and must be enrolled in a school program or a program operated by a nonprofit organization that suffered losses or experienced increases in English language learners as a result of the 2005 hurricanes, Katrina and Rita.

### Submission Criteria

- Each teacher or teacher team may submit only one proposal.
- Grants cannot be used to pay school salaries, substitute teacher costs, or personal honorariums for the applicant.
- Expenditures for food, awards, rewards, software, consultants and/or field trips will only be considered if the item is an integral and vital component of a larger strategy.
- Grants cannot be used for expenditures normally supported by state, district, or federal revenues.
- Grant funds must be spent within the school year unless special permission is granted.
- Recipients will be required to submit to the next LaTESOL newsletter a brief description of when and how the money was used.

### Review Criteria

The LaTESOL Grant Review Committee will review each application using the following criteria:

- Does the resource satisfy a need that is not otherwise provided for? (Please state if supplies replace those lost or ruined by storm damage or are needed to support increased ELL enrollments.)
- Is the statement of purpose clear?
- Do ESOL students clearly benefit?
- Is the budget request reasonable and sufficiently detailed?

To apply for a LaTESOL Post Hurricane Mini-Grant, logon to: <http://latesol.org/recover.htm>



# 2007-2008 LaTESOL Officers & Executive Board

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LaTESOL

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