

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

Vol. 26, No. 3—Summer 2006

From the Conference Chair

Mary Klaus

Join LaTESOL and LABE for a joint post-Katrina and Rita conference. The theme of our conference will be:

25 Years Plus: A Look Back and to the Future

Mark your calendars now for Friday, November 3, 2006, and plan to attend this conference at the Lod Cook Conference Center on the LSU campus in Baton Rouge.

Our Plenary Speaker will be Linda Grant from Georgia State University. Ms Grant has been pursuing her interest in first and second language pronunciation and listening for over thirty years. A former speech pathologist/audiologist and ESL teacher and administrator, Ms Grant currently writes and teaches applied linguistics at Georgia State University in Atlanta. She is the author of *Well Said: Pronunciation for Clear Communication* and *Well Said Intro* (Thomson Heinle) and presents nationally and internationally. She is looking forward to returning to Louisiana for her second LaTESOL Conference. She will also conduct a workshop on Friday afternoon.

The luncheon address will be delivered by Charles S. Amoroso, Jr., Executive Director of TESOL, Inc. His topic will be “*The Value of Maintaining a Strong Professional Association.*”

The conference will also feature:

- concurrent sessions focusing on issues relevant to elementary, secondary, post secondary, and higher ed teachers,
- featured presentations on metacognition, learning and serving immigrant populations, statewide assessment issues, and sheltered instruction,
- round table discussions for all levels focusing on talking points from TESOL Advocacy Day (see p. 7),
- special guests, and
- book publishers.

Don't miss the 25th Annual LaTESOL/LABE Conference.

LaTESOL

Board Positions

LaTESOL encourages you to consider joining the LaTESOL Executive Board. Nominations will be voted on during our upcoming fall conference. Consider nominating yourself or one of your colleagues. Contact Jeanne Stacy at 225-216-8591 or 225-766-7308 or email: stacyj@mybrcc.edu for more information.

Get on BOARD!



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LaTESOL

Executive Board Meeting

Date: September 16, 2006
 Time: 10:00 a.m.
 Location: Jeanne Stacy's house
 Baton Rouge, LA

LaTESOL Membership FREE through 2006!

Encourage your colleagues to join LaTESOL. Through our 25th Anniversary year, membership will be FREE. 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.

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 e-mail to Joanne McMullen, newsletter editor at: jmcmull@lsu.edu. Additional contact info follows:

Joanne McMullen, Ph.D.
 LSU Evening School
 1207 Pleasant Hall
 Louisiana State University, Baton Rouge, LA 70803.
 Phone: 225-578-5227 • Fax: 225-578-5305

Ligon to

<http://latesol.org>

to access the latest LaTESOL news and member information.

LaTESOL ADDRESS CHANGES

Send all LaTESOL member address changes to:

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

e-mail: 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.

Advertising in LaTESOL Newsletter

Ad Size:	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) by newsletter deadlines noted on this page.

Mini-Grants Helping Many Students

Susan Ary

As most of us are aware, the wrath of hurricanes Katrina and Rita caused a number of English language programs around the state to close. And while the Intensive English Language Program at the University of New Orleans managed to rebound quite well, it too was affected. One of the effects on the IELP was that the language laboratory and the building it was located in were significantly damaged, and many of the materials and equipment which once had been used to provide a critical listening component of the curriculum were impossible to recover.

However, thanks to a Post-Hurricane Mini-Grant awarded by LaTESOL, the IELP has been able to recover and indeed enhance this part of its program. The award has been used to purchase enough headsets for each student to take advantage of an online language-learning course provided by an Oregon-based company called Proactive English. In an act of good will, the company contacted the IELP after Hurricane Katrina in an attempt to offer support. Now equipped with computer-compatible headsets and a complimentary one-year license to a web-based program, IELP students are able to access language materials in a computer laboratory setting located in another building on campus which was not affected by the storm.

By participating in the on-line course, students will have ample opportunity to improve their English in many areas such as listening, speaking, reading, pronunciation, vocabulary and grammar. With time, it is hoped that the students will be more inclined to make use of such alternative means of language learning and ultimately reach their goal of becoming fully proficient more quickly.

Again, I want to express my gratitude to LaTESOL for awarding this grant money to the IELP. I encourage any ESOL teacher who is currently a member of LaTESOL and was affected by the 2005 hurricanes to apply for this Mini-Grant. It's a very simple and efficient application process, which can be accessed by going to the organization's website (<http://latesol.org>), and it may be just what you need to replace lost or damaged classroom materials for this coming school year!

Jefferson Parish Teaching Positions Available

Jefferson Parish announces the availability of middle school and high school teaching positions for the 2006-2007 school year to certified and highly-qualified ESL, English (willing to work on ESL certification), and Foreign Language teachers. If you are interested in applying for a position, email your resume to Elizabeth Anderson, Coordinator of Foreign Languages/Secondary ESL at

elizabeth.anderson@jppss.k12.la.us

Baton Rouge Middle School Receives Mini-Grant

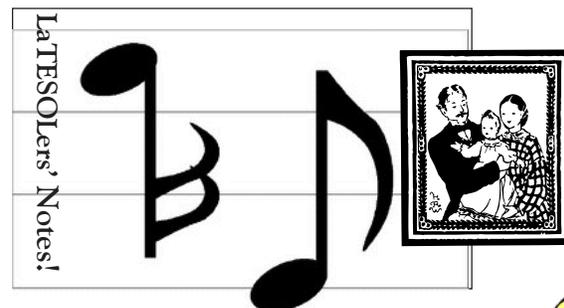
Two teachers from Kenilworth Middle School in Baton Rouge applied for and received funds through the Post-Hurricane Mini-Grant to help them purchase supplies for their ESL students affected by last year's hurricanes. The following letter outlines how mini-grant funds will be used for these ESL students:

The LaTESOL Mini-Grant has provided us with the much needed resources to purchase some wonderful materials to use in our ESL classroom (which includes students who joined our classes after the hurricanes). The Hot Dots Comprehension Cards and GeoSafari Smart Talk Cards will provide our ELL's with much needed practice and exposure to English words and phrases. Utilizing the technology will motivate our students and provide them with a hands-on approach, which is highly effective for ESL students. The students can work individually, or with a partner, and may work at their own pace. These resources will provide them with a variety of lessons, word pronunciations, and self-checking features that leads the students to success. This will ensure our students will want to do the activities again, increasing their knowledge and exposure.

In appreciation,

Melissa McKenzie and Mina Posey

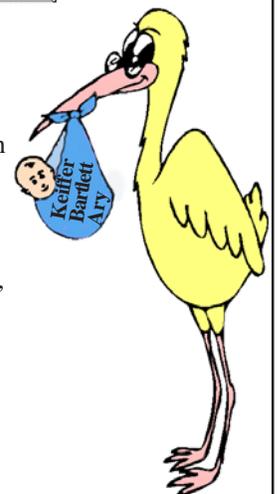
ESL Teachers/Kenilworth Middle School, Baton Rouge, LA



Congratulations

to **Susan** and **Brian Ary** on the birth of their son, **Keiffer Bartlett Ary**, on August 17, 2006, at 8:18 a.m. in New Orleans.

Little Keiffer weighed in at 6 lbs, 15 oz. Mother, father, and baby are doing fine.



Collaboration on the Web: Using Free Online Word Processors

Nancy A. McKeand

One of the benefits of the Internet is the way it connects us to each other and to the world. We email, chat, and maybe even *Skype*¹ our friends and family. Many of us read the news online. Most of us are reading this article online, and even if we printed a copy out, it came to us by means of the Internet. But do we take advantage of the resources of the web when it comes to our classes and our students? Most of us, myself included at times, do not, even though there are a number of very easy ways to do so.

One tool that I find very useful in the classroom is an online word processor. What in the world is that? It is a site where you can compose and edit documents just as you would on any word processor. The difference is that these sites are free, you do not have to download anything, you can work on a document from any computer anywhere as long as it has Internet access, and you can save the document on the site and access it again later from a different computer. How does it work? You must first set up an account on the site of your choice. This generally involves little more than an email address and a password. Then you may either compose a document online or write your document as you normally would and then upload it to your account on the site. Once it is there, you can edit the document yourself and/or invite others to help you edit it. This is an easy process, too. Your documents are saved on the site, and you can save them in a variety of formats on your computer, too.

The online word processor I have used most is Writely (www.writely.com). It has been purchased by Google and, as I write this, you cannot currently set up an account unless you are invited by a current member. This is supposed to change sometime in July, but I do not know when.

A similar site is ThinkFree (www.thinkfree.com). The website looks and feels a lot like Microsoft Office or OpenOffice. ThinkFree allows you to create spreadsheets and slide presentations as well as text documents. You get over a megabyte of storage space for your documents with your account. There is some advertising on your virtual desktop, but it is not obtrusive and can be hidden.

Zoho Writer (www.zohowriter.com) is yet another online word processor. It works pretty much like the other choices and is easy to use. One drawback for students may be that only one person can work on a document at a time. There are companion modules that allow you to create presentations and spreadsheets but they are not integrated as they are in ThinkFree and require a separate log-in.

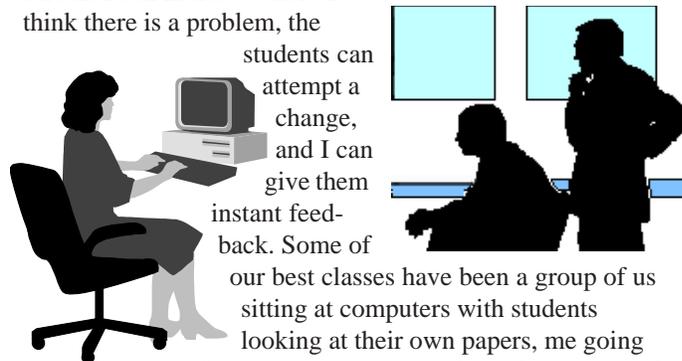
A final online word processor is Writeboard (www.writeboard.com). The main difference seems to be that each document worked on in Writeboard is saved separately and requires a separate log-in to access. This would be fine for a one-time project, but as a permanent site to house documents online, it would be less convenient than the others. Aside from this difference, Writeboard works much like the other sites.

How would a teacher use an online word processor with her class? There is no limit to how it could be used. The first real example of Writely that I saw was a collaboration between students in Portugal and Brazil: two groups of students in different countries sharing their thoughts and ideas in a single document (http://www.writely.com/View.aspx?docid=a2c97f77mdh_agqt5bjb2w3q).

While this same thing could be done on a *blog*² or in a *wiki*³, an online word processor is a perfect place to do a one-time collaboration like this.

For my own classes, I have posted a text with errors in it and then invited my students to collaborate on the document and correct the errors. I have small classes, so I just turned my students loose on the document, all at the same time. I told them there were errors and told them to fix them. This became a little loud as one student would undo the change another had made creating a stir. They began to have to justify their changes to one another. In the end, they came to an agreement. While I wouldn't want all editing practice to be done this way, it was much more fun for them than working on a traditional paper and pencil editing exercise.

I also use Writely for conferencing. My students post their papers to Writely and invite me to collaborate with them. I can sit down and have conferences with the students while we are each looking at the paper on our own computer screen. I can indicate where I think there is a problem, the



students can attempt a change, and I can give them instant feedback. Some of our best classes have been a group of us sitting at computers with students looking at their own papers, me going from paper to paper marking things up, and the students trying to fix the errors before I get back to their paper. It can get a little crazy, but it makes editing and revision much less boring.

Online word processors make it easy for students and teachers to collaborate on documents for a variety of purposes. With so many to choose from, there is bound to be one that is just right for you! Give it a try!

Nancy A. McKeand teaches at St. Joseph Seminary College, St. Benedict, LA 70457. She can be reached at the following email: nmckeand@sjasc.edu

¹Skype – Free, downloaded software for chats or calls to other Skype users (computer to computer) and to call anyone on their phones inexpensively.

²blog – A type of website where entries are displayed in a reverse chronological order combining text, images, and links to other blogs, web pages, and other media.

³wiki – A type of website where users can create and edit web pages from a web browser, link to other web pages and link to pages within the wiki. The most visible wiki is Wikipedia.

Registration Form

(Please type or print)

Mr./Mrs./ Ms./ Dr. (circle one)

First Name _____ Middle Initial _____ Last Name _____

Home Street Address _____

City _____ State _____ Zip Code _____

Home Phone (Area Code/Number) _____

Institution _____

Address _____

City _____ State _____ Zip Code _____

Work Phone (Area Code/Number) _____

FAX (Area Code/Number) _____

E-mail Address _____

Please check any that apply:

- I prefer a vegetarian lunch.
- I would like to volunteer as a facilitator.
- I am interested in serving on the board of LaTESOL.

Interest Sections:

- Adult Ed. _____ Elementary Ed.
- Bilingual Ed. _____ Secondary Ed.
- Teacher Ed. _____ Higher Ed.
- Applied Linguistics _____ Video/Computer

***See reverse for more registration information and mailing instructions.**

Conference Information

Date: Friday, November 3, 2006

Time: 9:00 am to 4:00 pm

Registration opens at 8:00 am

Location: Cook Conference Center on the beautiful lakes of the LSU campus in Baton Rouge.

Discounted Room Rates available if you make your reservation by October 12 (\$93 single/dbl. room or \$113suite). For reservations, call:

Cook Conference Center & Hotel at LSU

3848 West Lakeshore Drive
Baton Rouge, LA 70808
(225) 383-COOK (2665)

Toll Free (866) 610-COOK (2665)

www.cookconferencecenter.org

Directions:

From all directions-Exit I-10 at Dalrymple exit (see specific directions below on how to get to Dalrymple exit.) At the stoplight, turn right. Go through two (2) stoplights (the second light will be State Street). After the State Street light, West Lakeshore Dr. is approximately ¼ mile up on the left immediately across from the Sigma Chi Fraternity House and immediately behind the International Student Center. Turn left onto West Lakeshore Dr. The Cook Conference Center Hotel is approximately ¼ - ½ mile down on the right, immediately behind the Lod Cook Alumni Center.

From Baton Rouge Metro Airport - Take I-110 South, which turns into I-10 East to New Orleans. After the I0/110 split, take the Dalrymple exit (2nd exit on your right).

From Lafayette - Take I-10 East towards New Orleans. Once over the Mississippi River Bridge, exit Dalrymple.

From New Orleans - Take I-10 West to Baton Rouge. Exit Dalrymple.

View campus map at www.lsu.edu/campus/

25 Years Plus:

A Look Back and to the Future

LaTESOL / LABE

2006 Annual Conference



a conference in celebration and collaboration with



Friday, November 3, 2006
Lod Cook Conference Center
Louisiana State University
Baton Rouge, LA

Come join your LaTESOL/LABE colleagues at this state conference. For more information and updates, check the LaTESOL Web site at <http://latesol.org>

2006 Conference Highlights

Schedule for the November 3, 2006 conference in Baton Rouge includes

Plenary

“The Ants Are My Friends”

Linda Grant

Department of Applied Linguistics and ESL,
Georgia State University
and author of

*Well Said: Pronunciation for
Clear Communication*

In addition to the morning plenary, Linda Grant will offer an afternoon workshop:

“Getting a Grip on
Pronunciation Essentials.”

Luncheon

25 Years Plus: A Look Back
and to the Future

Special Guest Speaker:

Charles S. Amoroso, Jr.
Executive Director TESOL

“The Value of Maintaining a Strong
Professional Association”

Also Featuring:

Saundra McGuire, Ph.D.
Director, Center for Academic Success
LSU

*Increasing the English Language Learning
for All Students: Metacognition is the Key!*

Jan Shoemaker, Director
Center for Community Engagement,
Learning, and Leadership LSU

and

Elaine M. Maccio, PhD, LCSW
LSU

*Learning and Serving With Immigrant
Populations: Service-Learning Methods
and Models*

Leslie Lighthourne
Louisiana Department of Education
Statewide Assessments: ELDA, iLEAP, LAA 2,
Accommodations, and Data

Diana Sewell
Louisiana Department of Education
Sheltered Instruction Observation Protocol Model

Concurrent Sessions

These will include topics on skills development, practical teaching techniques, administration, and policies relating to ESL/Bilingual students.

Registration Form

PRE-REGISTRATION FEE: \$65
Pre-Registration Deadline
October 1, 2006

Register by Oct. 1 to receive early registration rate (\$65).

Fee: Early Registration: \$65
On-Site Registration: \$80
Full-Time Student: \$40

(Pre-registration with proof of full-time status required for student discount)

Please mail this form with check or money order (payable to LaTESOL) to:

2006 LaTESOL Conference
Elizabeth Anderson
2239 St. Nick Drive
New Orleans, LA 70131



Confirmations will not be mailed.

Please regard your canceled check as confirmation of registration. Receipts will be included in registration packets available on the day of the conference, November 3, 2006.

LaTESOL Participates in TESOL Advocacy Day 2006

On June 21, 2006, **Georgette Ioup** joined 21 other TESOL members representing 19 U.S. based affiliates in Washington, DC for TESOL Advocacy Day 2006. This event, the first of its kind for TESOL, featured a day of issue briefings and workshops, capped by visits to Congressional offices on Capitol Hill. The goals of Advocacy Day were not only to lobby on key issues for TESOL, but also to provide an interactive learning experience for affiliate representatives on elements of advocacy. By the end of the day, over 40 Representatives and Senators were visited by TESOL members.

Affiliates were invited at the beginning of the year to nominate a representative for one of 20 slots for the event. In applying for one of these slots, nominees were selected based on certain criteria, including membership in TESOL and serving a leadership position in the affiliate. In addition, nominees were asked to identify their Congressional delegation, and to commit to doing some preparatory work in advance of TESOL Advocacy Day.

One of those advance activities was setting up individual meetings with members of Congress. With directions and guidance provided by TESOL, participants had to set up their own individual meetings with their Congressional representatives. The procedure involved two steps: faxing a formal meeting request using the guidelines provided by TESOL and then many follow-up phone calls to finally set up the appointments. Georgette set up appointments with our two senators: Vitter and Landrieu. This proved to be the hardest part of the advocacy experience, with many phone calls routed to the wrong person and messages not returned.

Participants were also sent talking points and background briefings on the key issues they would be addressing so that they could begin to familiarize themselves with the issues in advance. To help make their Congressional meetings more effective, participants were encouraged to find examples from their own programs to illustrate the talking points. Before leaving for Washington, Georgette contacted LaTESOL members who worked in the three key areas of concern: K-12, Higher Ed, and Adult Ed., and asked for input on their problems, concerns, and needs. The information provided proved useful in speaking to the senators' aides.

TESOL Advocacy Day was kicked off with a welcome by TESOL President Jun Liu. The participants were also joined by President Elect Sandy Briggs, and by TESOL Board member Brock Brady. The morning workshop was led by John Segota, TESOL's Advocacy and Communications Manager, and was comprised of panel briefings on the issues of No Child Left Behind, adult education and the Workforce Investment Act, and student visas. Representatives from organizations such as the Alliance for Excellent Education, the National Coalition for Literacy, NAFSA and the Asso-

ciation for International Educators all provided updates on these issues and what their organizations were doing to address them.

Following these briefings, an interactive workshop on how to have an effective meeting with your member of Congress was held. This workshop was led by Ellin Nolan and Ellen Fern of Washington Partners, LLC, who serve as TESOL's legislative consultants. Participants were provided key information to prepare for their meetings, and were given the opportunity to role play. Georgette notes that participants learned key tips: introduce yourself and your organization, be concise and to the point, sprinkle your arguments with examples of cases that have been affected by ill-conceived legislation, and have information on the issues you addressed to leave behind with the aide.

Georgette met with the legislative aides of both senators whose primary concern was education. She introduced herself and LaTESOL, stressing how large a segment of Louisiana educators were part of the community concerned with second language issues. She was well prepared to address pending legislation that affected each of the three areas described above. She informed the aides of TESOL's positions on the upcoming legislation and gave cogent arguments to support them (thanks to the morning briefings). She was gratified to see that both aides were knowledgeable about these issues and took copious notes on the points she was raising.

At the end of the day, all the participants shared their experiences and what they learned over dinner. It was interesting to hear what other people experienced on their visit. Overall, all of the participants agreed this event was a very positive experience for them and for TESOL.

Additional information about TESOL Advocacy Day, including photographs and video of the interactive workshop, is available on the TESOL web site at <http://www.tesol.org>. If you are interested in learning more about your Congressional representatives, and the legislative issues TESOL is tracking, go the TESOL U.S. Advocacy Action Center at <http://capwiz.com/tesol>.



Advocacy Day - LaTESOL's Liaison Officer
Georgette Ioup - top row, extreme left

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LaTESOL

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LaTESOL Newsletter

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