

SAN DIEGO CATESOL

CATESOL San Diego Chapter Newsletter

October 2014

Volume 2, Issue 2

From the Editors

The Magic of Chapter Making

Teachers are a creative kind. They will oftentimes settle for less than a well-paid job because, like other artists, they find thrill and fulfillment in the act of creation: designing classroom environments in which learning thrives, finding new ways to reach and transform their students, and creating that perfect moment during class time when hearts soar and minds open up.

When I reflect upon the benefits of joining a chapter, this creative aspect is the first thing that comes to my mind. Yes, a chapter is a great opportunity to meet new colleagues and to network, and taking on a chapter function can boost one's resume like few other experiences. In fact, we have heard more than one story of a person finding a job thanks to a conversation he or she had at a chapter meeting. It is also a place where you can learn from colleagues and gurus and hear about the latest in the field. But above all, it is a place where you can make things happen.

Our local San Diego chapter of CATESOL started in 2011 and has grown significantly since then. Many people have contributed to its growth and many have experienced that artist's thrill seeing it transform. After the last Spring workshop, which was really a mini regional conference, we all had a marvelous sense of "We did it!" as we were celebrating its successful completion. Chapter-sponsored presentations and workshops, the Newsletter, the website, several delicious dishes we shared at social events and several ideas that originated in the chapter and later found a larger audience -- all these made us happy as much as they were useful for the recipients. Our new workshop *Making a Difference: Developing Our Skills to See the Whole Student*, coming on October 4th, will cover a wide range of topics related to student assessment and evaluation -- an apparently tedious, uninspiring topic which we are sure we can present in a new light. We hope you will attend it, and in the meantime, we hope our experience will inspire you to join a chapter in your area.

Magdalena Kwiatkowski
Reprinted from *CATESOL News*



Sage Advice from One Generation to the Next:

Lessons from ESL Students

by Susan Morgan

Each older generation passes on insights, bits of information, observations, cultural knowledge, advice, etc. from one generation to the next in hopes that the new generation will learn something without having to have the actual experience. What has been interesting to me is that so many of these sayings are similar from culture to culture. All of this material came from my ESL students at the San Diego Community College District in Continuing Education in my ESL Levels 6 & 7 Transition to College Class at Miramar College.

Here is some sage advice about not getting a stomachache. In Argentina, they say, "Don't drink wine after eating watermelon because you will have stomach pain." In Mexico, people say, "Never eat avocado and milk because you might get a stomachache." In Russia, the older generation says "Don't eat cucumber after you have drunk milk or you will have a sore stomach."

In regards to luck here are three insights. In India, the elders say, "When you need good luck for everything you want to do, e.g. job interview,

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Susan teaches ESL at San Diego Continuing Education

One of those magic moments:
The audience enchanted by the keynote speaker during the 2014 San Diego Mini Regional Conference organized by the Chapter.



CATESOL SAN DIEGO

STUDENTS SPEAK ABOUT THEIR EXPERIENCE



**Yi-Ting
Hung**

from Taiwan

*interviewed by
Maria Allan
English Language Academy
at the University of San
Diego*

*Can you describe your
first day in the U.S.?*

Actually, my first day I was very nervous because I couldn't say anything to people. Like

when I checked in at the school, I didn't have a paper, so they called the Chinese agent to see if I was the right person. Also, I didn't prepare anything for my apartment, and I was so tired that I just ate something and slept. It was terrible. My listening was very poor.

Tell us about your experience living in San Diego.

I live on campus, and I think that the people are very friendly. If I have a problem in my dorm, I give them a picture or words and they help me figure out my situation. Sometimes I see my "resident advisor" and she always says hello and makes conversation about my life with me. San Diego is very beautiful especially the beaches, and the streets are very wide and very clean.

What English school do you go to?

I go to the ELA at USD. I think the teachers are very close to the students and that's better than Taiwanese teachers because in Taiwan, teachers just say "correct" or "incorrect" and give no explanation. Here, teachers also say when they make a mistake, but in Taiwan, they don't. I like that. In Taiwan, students only get the answer, but here teachers make you think more. I think it's better because I have worked before and in my first year of work I just did what my coworker said, but I didn't think, and now it's different.

What are your future plans?

I want to try to work for an international company and use my English and software skills. I finished my education, and I wanted to improve my English, so I came here. Next I want to get a better job and move up in profession. Maybe I want to buy a house by myself too.

Which part of English is the most challenging for students from Taiwan?

I think my speaking and listening are my weaker skills because I learned English writing and reading but no listening and speaking, so speaking is very difficult. I learned English for 10 years, but my speaking is very poor because I never practiced it.

Your favorite song, poem, and novel?

I like Indian movies because sometimes the story really touches my heart. My favorite food is Japanese food, but I don't like American food because I like foods like soup, and American food is usually a sandwich or burger.

No Need to Reinvent the Wheel

by Robb Hill

*Our new Newsletter Co-Editor shares his favorite online ESL resources. Make sure to also check out **Ideas and Resources** on our Chapter Website at catesolsandiego.weebly.com. It includes free online professional development courses and videos for teachers as well as more ESL sites for your class.*

Any new generation ESL teacher worth his/her salt has used or is using easily obtained classroom materials via the internet. There is an abundance of information online and it is not necessary to "reinvent the wheel." There are many websites available for ESL instructors.

A website I like to use is called *Socrative* by MasteryConnect. This is an interactive user-friendly site that can be utilized in the classroom. An instructor is able to get feedback immediately on whether his/her students understand the material. *Socrative* is set up as a quiz format. The quiz can be set up in MC, short answer, T/F or a combination of all three. I like to use *Socrative* to review student(s)' vocabulary words. It is a fun communicative way to review material.

Here are some more sites that you might find helpful:

For teachers:

www.puzzle-maker.com/CW
www.rong-chang.com
www.quizlet.com
www.engage.com
www.handoutsonline.com
www.funeasyenglish.com
www.everythingESL.com
www.bogglesworldesl.com
www.breakingnewsenglish.com
clear.msu.edu/quizbreak

For students:

www.learnersdictionary.com
www.ldoceonline.com

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Grammar and Beyond 3

Larrie Blass, Susan Iannuzzi & Alice Savage with Randi Reppen
Cambridge University Press, 2012

A review by Amirhossein Monfared

Alliant International University

Grammar and Beyond is a comprehensive corpus-based grammar of North American English, a research-based series first published in 2012 and designed for both classroom practice and self-study. The series has a strong emphasis on academic writing, but it also provides authentic communicative contexts for four language skills. The basic features include a realistic grammar presentation, data from the real world, tips how to avoid common mistakes, and academic vocabulary. It is written for four levels: beginning, intermediate low to intermediate, intermediate high, and advanced. Each level is accompanied by multiple support components (ranging from TOEFL iBT 20 to 95 and CEFR A1 to C1), which include a student's book, a writing skills interactive (compatible with both the Cambridge and Blackboard learning management systems), a workbook, and a teacher support resource book with a CD-ROM. The series has an accompanying website: www.cambridge.org/grammarandbeyond with downloadable teaching tips and grammar newsletters for all levels and units.

Level three, like the other levels, is informed by an extensive corpus, including the Cambridge English Corpus, a multi-billion word collection for both written and spoken English, and the Cambridge Learner Corpus, a unique bank of exam paper candidates). It consists of twelve grammar sections and 28 units with real life themes (first impressions, global marketing, success, nature vs. nature, etc.). All units have color-coded headings. The first sub-heading of each unit contains brainstorming questions as a warm-up for communicative interaction, followed by a text related to the unit theme. The reading text is enhanced by visuals. Associated grammar forms are in bold. Difficult words are defined in a glossary at the bottom of each page. The opening readings include academic vocabulary from the Academic Word List (AWL) from a variety of disciplines, which are then repeated in charts and exercises and reviewed in the writing skills interactive. There is always a *comprehension check* and a *notice* in the subheading to make learners aware of the target structure. These encourage inductive grammar instruction where learners discover target structures more covertly. The next heading presents the target structure, starting with a simple grammar explanation and including an authentic corpus-based example. Then, grammar is categorized based on function and some data from the real world is introduced.

Toward the end of each unit, there is a *common*

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Welcome

our new
Chapter Liaison
Susan Morgan

I grew up in Miami, Florida and was raised as one of four children in one of the poorest cities in America,

Homestead. My father

was a well driller and my mother was a stay at home mom who got her GED at the age of 63. In high school I was tracked into the secretarial track. I am proud to have been the first auto mechanic tune-up specialist hired at Sears in San Diego and am a trained shipbuilding welder who worked at NASSCO for several years. The educational goals in my family were very low and getting a typing certificate was about as far as anyone could dream. I was fortunate to have an aunt that was a teacher and she is the individual responsible for me beginning my education at Porterville Community College. As a graduate student at SDSU I taught in the first Women's Studies Department in the country and helped shape some of the ideas and instructional materials that helped influence the women's movement. I have earned three master's degrees in Sociology, Social Work, and Education with an emphasis in ESL for Adults. In addition, I also have a TESOL Certificate from UCSD. I have been an ESL Professor with the San Diego Community College District for the past 30 years. I will always be eternally grateful to the community colleges and to America for these opportunities to transform my life and break the generational pattern of dreaming so narrowly and achieving a low level of formal education.

I have a wonderful daughter, Rachel, and am a grandmother of one grandson, Gabriel. My daughter has two master's degrees and is a psychotherapist, specializing in children's needs. My daughter, son-in-law, and grandson are the love of my life and I am so fortunate to visit them as often as I can.

One of my hobbies is ocean fishing. I learned the basic skills as a child and have been actively ocean fishing for many years. My largest fish to date is an 86 pound yellowfin tuna that I caught at Alijos Rocks in Mexico. Although the fishing is a joy, a greater enjoyment is in the sharing of my fish with my family, friends, and colleagues. I am fortunate beyond imagination and one of the reasons is that I am working with such wonderful people like you in our chapter.



You don't need to be a CATESOL member
to attend a chapter meeting.

2014 San Diego Mini Regional CATESOL Conference Poster Session Winners



Katrina Tamura, Palomar College

Engaging Language Learners in Active Communication
COM COLL/ALL LEVELS

In this poster, a self-reflection activity with multifaceted benefits for language learners is presented. Students engage in spoken journals and interviews using video cameras, cellphones, or voice recorders. This activity provides opportunity for real-world application of language skills and motivates students to take ownership of their learning by practicing specific language points, reflecting on their own production, and then using the language to communicate with

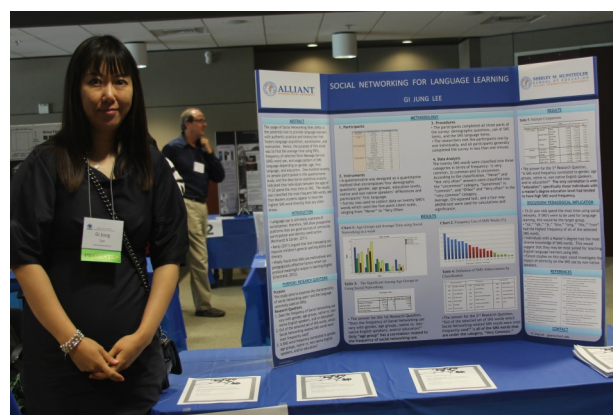
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Siao-Ying Sie & Shu-Hui Tai, Alliant International University
Using Thinglink for Creative Teaching and Collaborative Learning
K-12/ALL LEVELS

Are you still using static pictures in your classroom? Thinglink (www.thinglink.com/) is a free web-based tool and can turn any image into an interactive graphic. With Thinglink, your pictures come alive as they link to websites, videos, audios, PowerPoints, etc. Thinglink allows teachers to add hot buttons to pictures in order to connect students with online resources that improve their comprehension of content material. Teachers can "promote" and

cont. on p. 5



Gi Jung Lee, Alliant International University
Social Networking for Language Learning
IEP/ALL LEVELS

The usage of Social Networking Sites (SNSs) is a potential way for second language learners to practice English dialogue and colloquial speech. It enables learners to interact more with their peers and outside world. Such easy language practice can help foster language acquisition, socialization, and motivation. The purpose of this study was to determine if the frequency of social networking use varies by gender, age group, native vs. non-native English

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Ashley Matyn, West Contra Costa Unified School District
Engaging Struggling English-Learners in Creating Their Identity
K-12/INT

After investigating identities of leaders and brands, long-term English learners at the middle school level develop an identity of their own as they begin to shape their short and long term goals, both in and out of school, in order to understand the value of success now and in the future. In this study, students complete a webquest, analyze current articles from periodicals, and listen to guest lecturers about companies and people who have effectively created a

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Sage Advice, continued from p. 1

buying a house, you should eat sweets in the morning.” In Russia the older generation says, “If you meet someone carrying an empty bucket, it means that you will have bad luck.” In Korea the advice is, “Don’t shake your leg or anything else or your luck will go away.”

In terms of money, many cultures have observations about how to get or lose money. In Korea, people say “If your right hand is itching you will earn money and if your left hand is itching you will lose money.” In Spain, the older generation says that, “If you leave your purse on the floor you will lose money.” In Mexico, the advice is “If you hit your elbow with something by accident it means that money is coming so don’t try to rub or soothe it.” In Russia, “Don’t leave your keys on the surface of a table or you will lose money.”

Cultural advice about marriage is common throughout the world. In China, people say “If a woman loves to drink soup, it will rain on her wedding day.” In Ecuador, the older generation says “If the bride wears pearls on her wedding day, she will be crying for the rest of the marriage.” In Korea, “If you get the bouquet from your friend’s wedding you have to get married within 6 months; otherwise you will not get married for 3 years.” In Russia, “If a woman sits at the corner of a table, she will never get married.”

Babies and children are commonly spoken about from generation to generation. In Iran, “If a pregnant lady eats the last piece of food, her baby will be a boy.” In Russia, the older generation says “If a woman sits on a stone, she will never have a baby.” In Korea, people say “When your children are very young, you must not tell them about how smart or good they are at something because if you do the evil spirits will become jealous of your kids and they might harm them.

Now think about your own cultural background, history and experiences. What do you remember being told by your parents and grandparents about some of these topics?

Grammar and Beyond, continued from p.3

mistakes section and an editing task to practice avoiding common mistakes. The final step, *grammar for writing* includes a pre-writing, writing, and self-editing task that practice the target grammar.

The Research Behind the Series Creation

The series are enriched by a variety of research findings including published research on language use, field research (e.g., classroom observations, surveys and material piloting) and is informed by the Cambridge Corpus of North American English, Cambridge Learner Corpus (derived from learner language and tagged for grammatical mistakes), and some specialized corpora.

In allocating the amount of space for a particular target grammar the authors have considered its common use, as well as whether the structure is easy or hard to master. All exercises are corpus-informed as well. If a form is common in spoken language, it is practiced in a spoken format and if it is more common in written language, like email or academic writing, there are related exercises. College writing is informed by the Freshman Corpus, which includes writing samples from across the U.S. The corpora not only inform grammar; they also help identify the tasks that college students are required to perform.

The series is an excellent selection for grammar support courses: EAP, IEP, and regular ESL/EFL courses. Overall, *Grammar and Beyond* offers a teacher and student-friendly format, which both isolates and integrates form-focused instruction through sound overt and covert grammar pedagogy.

References

- Coexhead, A. (2000). A newly academic word list. *TESOL Quarterly*, 34, 213-238.
- Reppen, R. (2012). The research behind Grammar and Beyond, retrieved from Cambridge.org/grammarandbeyond.

Poster Session Winners, cont. from p. 4

Tamura, Engaging Language Learners

others in the classroom and in their community. Using the video camera empowers the students and enables the reflection on much more than just his/her textbook knowledge of the target language. They become bold interviewers holding the camera between themselves and the interviewees. The recordings provide opportunities for future listening activities, error analysis, and evaluation by the instructor. In addition, the activity promotes technological literacy. Students are exposed to and learn how to utilize cameras, phones, USB drives, and computer applications/software.

Lee, Social Networking

speakers, and/ or educational background. Secondly, it aimed to identify the most frequently used Short Message Service (SMS) words related to Social Networking and determine how their frequency correlates with these demographic groups. In total, 176 native and non-native speakers participated in this study through a questionnaire. A descriptive statistical analysis indicated that individuals between the ages of 15-22 years spend the most time on SMS, making language learning via these social networks one of the most optimal approaches to learn English. The results also classified the most frequent SMS words used, and

suggested that individuals with master’s degrees have the highest SMS word diversity.

Sie & Tai, Using Thinglink

“exhibit” their teaching materials to EFL/ESL learners in an efficient way. Thinglink can also be used for enhancing collaborative learning as learners create their own Thinglink with group members. Believe it or not, one small picture can create unlimited possibilities in your class.

Matyn, Engaging Struggling English Learners

specific brand for themselves. Citing the guest speakers, analyses, and webquests, students qualitatively describe the characteristics that have made people and brands successful. At the end, students choose from three project options where they share their current identity, what they want to represent, and the actions they believe will help them be successful. Giving students project options not only enables students to feel like they have control over their changing identity, but allows them to show their work in a way that best represents them. Ultimately, this presentation will demonstrate a unit on how to give struggling long-term English learners the opportunity to identify what characteristics determine success, create their own identity, and options for presenting their findings.



CATESOL SAN DIEGO CHAPTER PRESENTS

FALL 2014

PROFESSIONAL DEVELOPMENT WORKSHOP

**MAKING A DIFFERENCE:
DEVELOPING OUR SKILLS TO SEE THE WHOLE STUDENT**

SATURDAY, OCTOBER 4TH, 2014

EDUCATIONAL CULTURAL COMPLEX
4343 OCEAN VIEW BLVD., SAN DIEGO, CA 92113

8:00 – 9:00 REGISTRATION, BREAKFAST & EXHIBITS

9:00 – 10:45 CONCURRENT SESSIONS

11:00 – 12:30 KEYNOTE PRESENTATION:

DR. RUTH HEIFETZ, UCSD : SERVING THE UNDERSERVED STUDENT

12:30 – 1:00 EXHIBITS

REGISTER AND SUBMIT A PROPOSAL AT
www.catesol.org/chapconf.html

OR VISIT THE CATESOL SAN DIEGO CHAPTER WEBSITE AT
www.catesolsandiego.weebly.com/upcoming-events.html

PROPOSAL SUBMISSION DEADLINE: SEPTEMBER 21ST

PROPOSALS FOR PRESENTATIONS AND POSTERS ON A WIDE RANGE OF TOPICS RELATED TO STUDENT ASSESSMENT AND EVALUATION, INCLUDING INNOVATIVE WAYS TO ELICIT SPOKEN AND WRITTEN RESPONSES, CREATIVE TEST PREPARATION, CCSS AND INSIGHTS INTO INVISIBLE CONDITIONS IMPACTING¹ PROGRESS.

ONLINE REGISTRATION DEADLINE: OCTOBER 1ST

CATESOL MEMBER/NONMEMBER: \$20/\$25 (PRE-REGISTRATION)

CATESOL MEMBER/NONMEMBER: \$25/\$30 (AT THE DOOR)

FULL-TIME STUDENT CATESOL MEMBER/NONMEMBER: \$10/\$15 (PRE-REGISTRATION)

FULL-TIME STUDENT CATESOL MEMBER/NONMEMBER: \$15/\$20 (AT THE DOOR)

OTHER DISCOUNTS: THE LEAD PRESENTERS & BAJA TEACHERS RECEIVE A DISCOUNT OF \$10

THE RATES INCLUDE BREAKFAST AND PARKING.

Join the Chapter

There are **many reasons** to get involved in the local CATESOL chapter:

- ◆ Develop professionally
- ◆ Boost your resume
- ◆ Network, network, network

There are also **many ways** to get involved:

- ◆ Come to our monthly meetings or social events
- ◆ Volunteer at chapter-organized workshops
- ◆ Write an article for publication in our Newsletter
- ◆ Sign up for our mailing list

Or better yet ...

- ◆ Become a **chapter liaison** for your school

*Look for our
next chapter-sponsored
Professional Development Workshop
at the upcoming CATESOL
San Diego Regional Conference
March 7, 2015
Grossmont College*

Back by popular demand:

Getting a Job in ESL:

Qualifications, Procedures, and Openings

WORKSHOP SPONSORED BY THE CATESOL SAN DIEGO CHAPTER

A panel of school representatives will describe the credentialing requirements, qualifications, procedures for getting hired, and future openings for a variety of ESL programs in San Diego. Information on salaries and benefits will also be shared. Handouts from each school will include the above information and contact information

CATESOL San Diego Chapter Workshop, Oct 4th, 2014, 9:00-9:45, ECC Room 185

**visit us at catesolsandiego.weebly.com
email us at catesolsd@gmail.com**

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Secretary: Bob Thomas
Treasurer: Holly Bell
Assistant Treasurer: Jonathan Tarbox
Website Manager: Magdalena Kwiatkowski
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