

SAN DIEGO CATESOL

CATESOL San Diego Chapter Newsletter

October 2015

Volume 3, Issue 2

From the Chapter Coordinator

We Can Do More Together

Collaboration seems to be a buzz word these days, but it is a staple for teachers. Whether it is used in teaching our students to value each other's contribution in group work, working with our colleagues, or working with members of our community, we usually get more done when we collaborate!

This fall, the CATESOL San Diego Chapter explores *Reading and Vocabulary* as the theme for their seventh Professional Development Workshop. As a chapter, we mobilize everyone's help to make this event possible from securing a venue to finding speakers. What is really great is that after this preliminary collaboration, we get to talk about *Reading and Vocabulary* with colleagues from other schools and other levels. As Amy Poehler said, "As you navigate through the rest of your life, be open to collaboration. Other people and other people's ideas are often better than your own. Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life." We are doing it! We have been inspired by each other while preparing this workshop. We hope our enthusiasm is contagious and you will also catch the bug!

Maria Allan
CATESOL San Diego Chapter Coordinator
Assistant IEP Level Chair
Maria teaches at San Diego Continuing Education and CSU San Marcos



Students Etedal Al Ariqi and Anna Biliavska in Stephanie's class recording their reading with an iPad

Tech Tools to Promote Strong Readers

by Stephanie Thomas

We are in the midst of a teaching renaissance. A blooming myriad of technology options including smart phones, tablets, apps, websites, videos, software programs, and hardware choices makes teaching in 2015 one of the most exciting times ever. Though we are living in exciting times educationally speaking, we are also living in overwhelming times. With so many options available, how do we pick and choose?

Professional growth opportunities helped me answer this question. For some time, I had been pondering how to foster more reflective learning habits in my beginning level ESL students, especially with respect to reading. A year ago, I attended a CATESOL (California Association of Teachers of English to Speakers of Other Languages) conference. One session featured a graduate student who discussed her success with improving advanced ESL students' pronunciation by encouraging them to record themselves on their smart phones in conversation. By listening to themselves, the advanced ESL

Upon returning from the conference on Monday, I utilized PowerPoint to introduce a one-paragraph complex reading passage in my beginning level ESL class. After practicing the passage as a whole group, one-by-one, students recorded themselves reading the passage on my iPad using an app called Super Note. We read through the passage

Continued on p. 4



CATESOL San Diego Chapter

STUDENTS SPEAK ABOUT THEIR EXPERIENCE

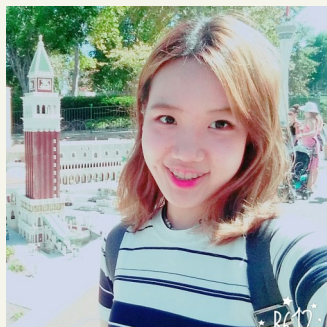
Yejin Park

from South Korea

interviewed by

Celeste Coleman

California State University
San Marcos



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

I was very nervous until I met my homestay family. Actually, this was my first time to the US, and also I didn't know anybody here. But after arriving at my homestay house, I felt quite relieved. It was my new nest!

Tell us about your experience living in San Diego.

One interesting experience I had in San Marcos was going to In-N-Out Burger. Before coming here, I saw photos of it on Facebook, so I knew that it was popular in the U.S. As soon as I saw it, I decided to go there after I arrive in the U.S. I was so happy when I went there, because not only was the food delicious, but also because I went there together with my new friends. Furthermore, I love San Marcos because it is so quiet and peaceful, and makes me feel relaxed, unlike my hometown, Seoul. Both cities have a different charm!

What English school do you go to?

I am a student of the American Language and Culture Institute of CSU San Marcos. CSUSM has a lot of students from various countries. I like my school. Before I came here, I promised myself to use Korean as little as possible. There are just a few Koreans here in my program, which can be helpful in improving my English.

What are your future plans?

My final goal is to be an international city planner. That's why I came here. After this semester, I will go back to Korea, and then prepare myself to become an exchange student. I want to come back to the U.S.A. for a longer period of study. I will do an internship here before getting a job. To realize this dream, I'll do my best.

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

I think conversation is the most challenging part of English for Koreans. In Korea, we just place emphasis on reading or grammar. In my case, too, I can read and write well, but I cannot speak English well. Most Koreans are like this.

Your favorite song, poem, novel, or movie?

My favorite movie is *About Time*. It helps me to look around myself and focus on my family, friends, and love. Also, it helps me to concentrate on my current life and attitudes and engage in self-reflection. If you haven't watched this movie, I would strongly recommend it.

Favorite Classroom Techniques

Bob Thomas presents

Which Do I Erase?

Adapted from *Cambridge Vocabulary Activities* by Ur

A great vocabulary and reading that is going to be your crowd favorite:

1. Write a paragraph from the text on the board.
2. Ask students to turn around and erase one item that you want to focus on.
3. Students turn back and find the item. Elicit the item verbally, but do not write it on the board.
4. Continue in this manner deleting various items, but leaving much of the context.
5. When all deletions are done, have students recite the paragraph in pairs to each other, adding in the words they remember.
6. Change pairs and do it once more.
7. Have a student come to the front and have the class help them fill in the erased items.

This can also be done erasing chunks of a paragraph and memorizing the whole paragraph little by little. Works great as a contest between groups or pairs.

WIPPEA!

That is how many steps there are in a lesson. See next page to find out the meaning of this acronym and great mnemonic strategy for beginning teachers.

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

CATESOL San Diego Chapter

An Open Letter on Human Trafficking and Its Relevance to the ESL Community

by Summer West

Dear All,

In January of 2014, the San Diego Advisory Council hosted a countywide summit on Human Trafficking and the need for immediate community involvement to combat this growing problem locally and beyond. Human trafficking is defined as “the recruitment, transportation, transfer, harboring, or receipt of persons by improper means (such as force, abduction, fraud, or coercion) for an improper purpose including forced labor or sexual exploitation.” As both a port and border city, we have recently been named by the FBI as one of the worst cities in North America for human trafficking and child prostitution. There has already been a movement to send law enforcement officials and non-profit organizations into schools all over California to educate students, teachers and parents on the dangers of this organized criminal threat that is affecting our city, state and country so drastically and putting everyone at risk. As teachers of international students and members of the TESOL community, we also have a responsibility to learn about this threat and educate those we teach.

Whether you work with students on study visas or teach immigrants and/or refugees, *PLEASE* educate yourself first and then consider how you can help your students understand the issue as it relates to them and their families both here and beyond. This is not a problem that resides outside our borders or demographic. Thanks to the alarming demand for commercial sex and cheap labor, which grows every single year, this criminal industry threatens children in county schools all across San Diego where traffickers have already been identified by police in their attempt to recruit and victimize, as well as the students sitting in our classrooms at language schools, community colleges and universities.

I would also like to reach out to those in the CATESOL network who are already aware of this problem and the threat it poses, in hopes of beginning an official prevention campaign of our own to combat the issue. If you or someone you know sees anything suspicious related to exploitation, please report it immediately at 888-373-7888/866- 347-2423 (national) or 619-666-2757(local).

S.W.

Summer teaches the UC San Diego Extension English Language Institute

Sources

- www.abolishhumantrafficking.com/wp-content/uploads/2014/10/Human-Trafficking-Advisory-and-CSEC-Council-Report-Final-Submission-10-21-14.pdf
- www.10news.com/news/task-force-formed-to-take-on-human-trafficking-in-san-diego-012015
- www.bscccoalition.org
- www.nij.gov/topics/crime/human-trafficking/pages/welcome.aspx
- www.dhs.gov/definition-human-trafficking

From previous page:

WIPPEA = Warm-up
/whipeeh/ Introduction
Presentation
Practice
Evaluation
Application

Featuring **Maria Allan** Chapter Coordinator



Maria was born and raised in Lisbon, Portugal. She got her bachelor's degree in Horticulture in Scotland hoping to later obtain a master's degree in Landscape Architecture. Her passion for languages, however, led her to pursue a master's degree in Linguistics, a field she thoroughly enjoys. Maria began her teaching career at San Diego State University teaching *Writing* to juniors and seniors. She has taught at just about every community college in San Diego County and at some intensive academic programs. Currently, she teaches adults at San Diego Continuing Education and international students at California State University, San Marcos. Maria is a strong believer in professional development and loves the opportunities for organizing professional development activities she has as the Chapter Coordinator. In her free time, she enjoys spending time with her family and friends, hiking, photography, and knitting.

Chapter Coordinator: Maria Allan
Assistant Chapter Coordinator: Holly Bell
Treasurer: Aldamay Rudisuhli
Assistant Treasurer: Emma Nazzaro
Secretary: Bob Thomas
Assistant Secretary: Marie Webb
Website Manager: Magdalena Kwiatkowski
Facebook Coordinator: Kevin Staff
Newsletter Editors: M. Kwiatkowski & Robb Hill

CATESOL San Diego Chapter

Tech Tools to Promote Strong Readers, continued from p. 1

briefly in class every day that week. On Friday, we re-recorded the passage. The vast improvements I heard from Monday to Friday inspired me to amplify the project using more technology tools.

Using an app called Edu Puppet, I created videos of the readings and posted them to YouTube. I then linked the videos of the readings to our class website. After learning how to access the videos on our class website in the computer lab, students were quick to utilize them. I was amazed by the frenzy of self-study that followed. One video, *Energy Use Around the World*, received 270 views. My next step was to show students how to record themselves reading on their smart phones so that they could compare their pronunciation with mine from home. The following day, students came to class with notations all over the margins of their papers. They had drawn lines between syllables and scribbled pronunciation symbols atop the words. The difference between the Monday and Friday recordings was phenomenal and I have shared this success in two professional arenas.

I have heard people remark that technology is too difficult for beginning level ESL students. I have heard people say that beginning level ESL students do not have access to technology. Beginning level ESL students are beginning a journey in English, but they have underlying knowledge, talents, and skills that are just waiting to be brought to light. I relied on technology, specifically my iPad and apps, and a class website, to accelerate reading progress in my beginning level ESL classroom. Technology gave me the power to reach my students anytime, anywhere. My students' passionate efforts inspired me to do so.

Stephanie teaches ESL at San Diego Continuing Education

Editors' Recommendations: Great Reading Websites for ESL Students

www.eslfast.com | Essays, stories, and mini-novels for beginners and intermediate learners

www.manythings.org/voa/stories | 57 short stories by popular American writers

www.americanenglish.state.gov/resources/gift-magi-and-other-stories#child-432 | Short stories by O. Henry

americanfolklore.net/folklore/esl-reading | American folklore stories retold for ESL students

www.loc.gov/poetry/180 | A Library of Congress collection of 180 poems for students

student.societyscience.org/sciencenews-students |

Science news for students; includes a readability index

lexile.com | A tool to find the reading level of your book

CATESOL 2015

Technology Through the Ages

Anaheim, CA

November 12-15, 2015



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

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